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ABSTRACT

This legislative document contains texts of Senate bills to provide federal assistance for gifted and talented child education programs, and a Senate bill to amend and improve the Adult Education Act. Transcripts of the hearings on these bills contain statements, letters, and other documents provided by interested witnesses from across the country. (Pages 474-75 may reproduce poorly.) (JF)

ED 084714

EDUCATION LEGISLATION, 1973

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON LABOR AND PUBLIC WELFARE UNITED STATES SENATE

NINETY-THIRD CONGRESS

FIRST SESSION

ON

S. 1539

TO AMEND AND EXTEND CERTAIN ACTS RELATING TO ELEMENTARY AND SECONDARY EDUCATION PROGRAMS, AND FOR OTHER PURPOSES

AND RELATED BILLS

PART 2

JUNE 28, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EA 005 704

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EDUCATION LEGISLATION, 1973

Gifted and Talented Children's Educational Assistance Act and the Adult Education Amendments of 1973

THURSDAY, JUNE 28, 1973

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:05 a.m., in room 4232, Dirksen Senate Office Building, Hon. Claiborne Pell, chairman of the subcommittee, presiding.

Present: Senators Pell and Javits.

Committee staff present: Stephen J. Wexler, counsel; Richard D. Smith, associate counsel; and Roy H. Millenson, minority professional staff member.

Senator PELL. The hearing of the Subcommittee on Education will come to order.

Today, we will take testimony on S. 874, the Gifted and Talented Children's Educational Assistance Act, and S. 1814, the Adult Education Amendments of 1973. Both of these measures were introduced by Senator Javits.

Indeed, I believe I can say without contradiction that we on the Subcommittee on Education consider both of these areas to be within the special province of the Senior Senator from New York. When I first took over the Subcommittee on Education, I realized the yeoman's service that Senator Javits has performed in bringing to the attention of the Congress the need of programs to aid gifted and talented children and the value of making education available not only to the youngsters, but to those who did not have the opportunity to learn basic educational skills during their childhood.

We owe a great debt to Senator Javits in these areas. At this time I order printed in the record the text of the two bills we will hear testimony on today including the introductory remarks of Senator Javits on S. 1814.

[The material referred to, follows:]

93D CONGRESS
1ST SESSION

S. 874

IN THE SENATE OF THE UNITED STATES

FEBRUARY 15, 1973

Mr. JAVITS (for himself, Mr. BEALL, Mr. CRANSTON, Mr. HUGHES, Mr. HUMPHREY, Mr. KENNEDY, Mr. MONDALE, Mr. PELL, Mr. RANDOLPH, Mr. RIBICOFF, Mr. SCHWEIKER, Mr. STEVENS, Mr. STEVENSON, Mr. TUNNEY, Mr. WEICKER, and Mr. WILLIAMS) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend the Elementary and Secondary Education Act of 1965, to provide a program for gifted and talented children.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Elementary and Secondary Education Act of 1965 is amended by redesignating title VIII and references thereto as title X, and by renumbering sections 801, 803, 805, 807, 808, 809, 810, and 811, and references thereto, as sections 1001 through 1008, respectively, and by inserting after title VII thereof the following new title:

"TITLE VIII—GIFTED AND TALENTED EDUCATION ASSISTANCE

"PART A—GENERAL PROVISIONS

"SHORT TITLE

"SEC. 801. This title may be cited as the 'Gifted and Talented Children's Educational Assistance Act'.

"PURPOSE

"SEC. 802. It is the purpose of this Act to assist State and local educational agencies to develop special educational programs for gifted and talented children and youth.

"PART B—ADMINISTRATION AND INFORMATION

"ADMINISTRATION

"SEC. 811. The Commissioner shall designate an administrative unit within the Office of Education to administer the programs and projects authorized by this Act and to coordinate all Federal programs for gifted and talented children and youth.

"NATIONAL CLEARINGHOUSE ON GIFTED AND TALENTED CHILDREN AND YOUTH

"SEC. 812. (a) The Commissioner shall establish independently or locate in an existing clearinghouse the National Clearinghouse on Gifted and Talented Children and Youth (hereinafter referred to as the 'clearinghouse'). The clearinghouse shall obtain and disseminate to the public information pertaining to the education of gifted and talented

children and youth. The Commissioner is authorized to contract with public or private agencies or organizations to establish and operate the clearinghouse.

"(b) There is authorized to be appropriated for the establishment and operation of the clearinghouse $1,000,000 for the fiscal year ending June 30, 1974, and for each of the two succeeding fiscal years.

"PART C—ASSISTANCE TO STATES FOR EDUCATION OF GIFTED AND TALENTED CHILDREN AND YOUTH

"GRANTS AUTHORIZED

"SEC. 821. (a) The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment) for the education of gifted and talented children and youth at the preschool, elementary, and secondary school levels.

"(b) For the purpose of making grants under this part there is authorized to be appropriated $50,000,000 for the fiscal year ending June 30, 1974, $60,000,000 each for the fiscal year ending June 30, 1975, and for the succeeding fiscal year.

"ALLOCATION OF FUNDS

"SEC. 822. (a) (1) From 85 per centum of the amount appropriated pursuant to section 821 for any fiscal year the

Commissioner shall, after reserving the amount required by paragraph (2) of this subsection, allot to each State an amount which bears the same ratio to such amount as the number of children aged three to eighteen, inclusive, in the State bears to the number of such children in all the States, except that no State shall be allotted less than $50,000. For purposes of this subsection, the term 'State' shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

"(2) For each fiscal year for the purposes of this paragraph the Commissioner shall reserve an amount equal to not more than 3 per centum of the amount to be allotted for such year under paragraph (1) of this subsection. The Commissioner shall allot the amount reserved pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs.

"(b) The number of children aged three to eighteen, inclusive, in any State and in all the States shall be determined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data available to him.

"(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner deter-

mines will not be required for that year shall be available for reallotment, from time to time and on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

"(d) Fifteen per centum of the sums appropriated pursuant to section 821 for each fiscal year shall be used by the Commissioner to make grants to or contracts with public or private agencies or organizations for the establishment and operation of model projects for the identification and education of gifted and talented children and youth, including career education, bilingual programs, programs for the handicapped, programs for the disadvantaged, and development of community resources.

"STATE PLAN

"SEC. 823. (a) Any State which desires to receive grants under this part shall submit to the Commissioner

through its State educational agency a State plan in such detail as the Commissioner deems necessary. Each such plan shall—

"(1) provide satisfactory assurance that funds paid to the State under this part will be expended, either directly or through local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (A) which are designed to meet the special educational and related needs of gifted and talented children and youth throughout the State, (B) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (C) which may include the acquisition of equipment. Nothing in this part shall be deemed to preclude two or more local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this part;

"(2) provide for proper and efficient State administration (including State leadership activities and consultive services), and for planning on the State and local level, and provide evidence that a person knowledgeable about the educational needs of gifted and talented children and youth is employed in a full-time capacity to ad-

minister and coordinate the programs and activities authorized by this part;

"(3) provide satisfactory assurance that the control of funds provided under this part, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property;

"(4) set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this part will be so used as to supplement and, to the extent practical, increase the level of State, local, and private funds expended for the education of gifted and talented children and youth, and in no case supplant such State, local, and private funds;

"(5) provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing services for, gifted and talented children;

"(6) provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan;

"(7) provide for making such reports, in such form and containing such information, as the Commissioner

may reasonably require to carry out his functions under this part, including reports of the objective measurements required by paragraph (5) of this subsection, and provide for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports;

"(8) provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this part to the State, including any such funds paid by the State to local educational agencies;

"(9) provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers and administrators of gifted and talented children and youth significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

"(10) provide satisfactory assurance that, to the extent consistent with the number and location of gifted and talented children and youth in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this part.

"(b) The Commissioner shall not approve a State plan or a modification of a State plan under this part unless the plan meets the requirements of subsection (a) of this section.

"PAYMENTS

"SEC. 824. From the amounts allotted to each State under section 822 the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan. Such payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

"ADMINISTRATION OF STATE PLANS

"SEC. 825. (a) The Commissioner shall not finally disapprove any State plan submitted under this part, or any modification thereof, without first affording the State agency administering the plan reasonable notice and opportunity for a hearing.

"(b) Whenever the Commissioner, after reasonable notice and opportunity for hearing to such State agency, finds—

"(1) that the State plan has been so changed that it no longer complies with the provisions of section 823; or

"(2) that in the administration of the plan there is a failure to comply substantially with any provisions,

the Commissioner shall notify such State agency that the State will not be regarded as eligible to participate in the program under this part until he is satisfied that there is no longer any such failure to comply.

"JUDICIAL REVIEW

"SEC. 826. (a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under section 823(b) or with his final action under section 825(b), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

"(b) The findings of fact by the Commissioner if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or

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modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(e) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"PART D—TRAINING OF PERSONNEL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN AND YOUTH

"TRAINING GRANTS

"SEC. 831. The Commissioner is authorized to make grants to State educational agencies to assist them in establishing and maintaining, directly or through grants to public or other nonprofit institutions of higher learning, a program for training personnel engaged or preparing to engage in educating gifted and talented children and youth or as supervisors of such personnel.

"LEADERSHIP PERSONNEL TRAINING

"SEC. 832. The Commissioner is authorized to make grants to public or other nonprofit institutions of higher learning and other appropriate nonprofit institutions or agencies to provide training to leadership personnel for the education of gifted and talented children and youth. Such

leadership personnel may include, but are not limited to, teacher trainers, school administrators, supervisors, researchers, and State consultants. Grants under this section may be used for internships, with local, State, or Federal agencies or other public or private agencies or institutions.

"APPROPRIATIONS AUTHORIZED

"SEC. 833. For the purposes of this part there is authorized to be appropriated $15,000,000 for the fiscal year ending June 30, 1974, $20,000,000 for the fiscal year ending June 30, 1975, and $25,000,000 for the fiscal year ending June 30, 1976. At least 50 per centum but no more than 75 per centum of the annual appropriation for this part shall be expended for section 831 in each fiscal year.

"PART E—RESEARCH AND DEMONSTRATION PROJECTS FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN AND YOUTH

"PROGRAM AUTHORIZED

"SEC. 841. (a) The National Institute of Education is authorized to (1) conduct, (2) make grants to States, State or local educational agencies, public and nonprofit private institutions of higher learning, and other public or nonprofit private educational or research agencies for, and (3) enter into contracts with States, State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organi-

zations for, research and related purposes, relating to the education of gifted and talented children and youth.

"(b) As used in this section, the term 'research and related purposes' means research, research training, surveys, or demonstrations in the field of education of gifted and talented children and youth, or the dissemination of information derived therefrom, or all of such activities, including (but without limitation) experimental and model schools.

"APPROPRIATIONS AUTHORIZED

"SEC. 842. For the purposes of this part there is authorized to be appropriated to the National Institute of Education $14,000,000 for the fiscal year ending June 30, 1974, $16,000,000 for the fiscal year ending June 30, 1975, and $18,000,000 for the fiscal year ending June 30, 1976."

93D CONGRESS
1ST SESSION

S. 1814

IN THE SENATE OF THE UNITED STATES

MAY 15, 1973

Mr. JAVITS (for himself, Mr. CRANSTON, Mr. HATHAWAY, Mr. KENNEDY, and Mr. RANDOLPH) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend and improve the Adult Education Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Adult Education Amendments of 1973".

SEC. 2. Section 303 of the Adult Education Act is amended by adding at the end thereof the following new subsection:

"(j) The term 'community school program' means any program in which a public elementary or secondary school is used as a community center and is operated in cooperation with other groups in the community to provide educational,

community, and social services consistent with the purposes of this title for the community which that center serves.".

SEC. 3. Section 304 of the Adult Education Act is amended by striking out "20 per centum" and inserting in lieu thereof "15 per centum".

SEC. 4. Section 306 of the Adult Education Act is amended by redesignating clauses (6), (7), (8), and (9), and all references thereto, as clauses (8), (9), (10), and (11), respectively, and by inserting immediately after clause (5) of such section the following new clauses:

"(6) provide for cooperation with manpower development and training programs and occupational education programs;

"(7) provide that such agency will make available not to exceed 25 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;".

SEC. 5. (a) Section 306(a)(1) of the Adult Education Act is amended by inserting after the words "adult population" the word ", including the institutionalized".

(b) Section 309(b) of the Adult Education Act is amended by—

(1) inserting immediately before the word "local" the following: "State educational agencies,";

(2) adding at the end thereof the following new

sentence: "Whenever the Commissioner makes grants to local educational agencies or other public and private nonprofit agencies, he shall establish procedures under which the appropriate State educational agencies wih be given reasonable opportunity to offer recommendations to the grant recipient and to submit comments to the Commissioner."; and

(3) inserting after the words "television stations" the words "and agencies conducting community school programs".

SEC. 6. The Adult Education Act is amended by inserting immediately after section 310 thereof the following new section:

"STATE ADVISORY COUNCILS

"SEC. 310A. (a) Any State which receives assistance under this title may establish and maintain a State advisory council which shall be appointed by the Governor or, in the case of a State in which members of the State board which governs the State education agencies are elected (including election by the State legislature), by such board.

"(b) (1) Such a State advisory council shall include as members persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of the State educational agency or local educational agency of that State, persons who are or have re-

ceived adult educational services, and persons who are representative of the general public.

"(2) Such a State advisory council, in accordance with regulations prescribed by the Commissioner, shall—

"(A) advise the State educational agency on the development of, and policy matters arising in, the administration of the State plan approved pursuant to section 306;

"(B) advise with respect to long-range planning and studies to evaluate adult education programs, services, and activities assisted under this Act; and

"(C) prepare and submit to the State educational agency, and to the National Advisory Council for Adult Education established pursuant to section 310, an annual report of its recommendations, accompanied by such additional comments of the State educational agency as that agency deems appropriate.

"(c) Upon the appointment of any such advisory council the appointing authority under subsection (a) of this section shall inform the Commissioner of the establishment of, and membership of, its State advisory council. The Commissioner shall, upon receiving such information, certify that each such council is in compliance with the membership requirements set forth in subsection (b) (1) of this section.

"(d) Each such State advisory council shall meet within

thirty days after certification has been accepted by the Commissioner under subsection (c) of this section and select from among its membership a chairman. The time, place, and manner of subsequent meetings shall be provided by the rules of the State advisory council, except that such rules shall provide that each such council meet at least four times each year, including at least one public meeting at which the public is given the opportunity to express views concerning adult education.

"(e) Each such State advisory council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this section."

SEC. 7. (a) Section 312(a) of the Adult Education Act is amended by—

(1) striking out the word "There" and inserting in lieu thereof "Except as provided in section 313, there"; and

(2) striking out "and June 30, 1973" and by inserting in lieu thereof "and for each of the six succeeding fiscal years".

(b) (1) The matter preceding the colon in section 431 of the Education Amendments of 1972 is amended to read as follows:

"SEC. 431. Title III of the Elementary and Secondary Education Amendments of 1966 (the Adult Education Act) is amended by adding at the end thereof the following new section".

(2) Section 431 of such title III is further amended by striking out "SEC. 314", and by inserting in lieu thereof "SEC. 313".

(3) Section 313(d) of the Adult Education Act (as redesignated by this section) is amended by striking out the word "two" and inserting in lieu thereof the word "five".

[From the Congressional Record—Senate, Tuesday, May 15, 1973]

ADULT EDUCATION AMENDMENTS OF 1973

Mr. JAVITS. Mr. President, I introduce for myself and for Senators CRANSTON, HATHAWAY, KENNEDY, and RANDOLPH, all members of the Subcommittee on Education, the Adult Education Amendments of 1973. A similar bill is being introduced today in the House by a bipartisan group of Members led by Representative LLOYD MEEDS of Washington.

The bill would amend the Adult Education Act to—

Extend the authorizations of existing programs for 5 years through fiscal year 1978.

Provide that up to 25 percent of funds may be used for high school equivalency programs for adults so as better to reach the some 4 million adult Americans with less than a high school education.

Give new emphasis to programs for adults in institutions and to adult programs in community schools.

Provide for State advisory councils which may be established in each State to counsel with both State and Federal authorities on adult education programs.

More than 22 million American have less than an elementary school education and some 64 million age 16 and over have less than a high school education. These are the forgotten millions of American education. This represents a tremendous lag which, in our highly technological age, could represent a major handicap to the Nation's progress. For, while we seek to help make available the best possible education for our young people to meet the responsibilities of citizenship and the challenges of a career, we have fallen short in our responsibility toward those adults who for some reason fell by the wayside and were unable to obtain the minimum of a high school education. As was pointed outin "Work in America," the report of the HEW special task force—

We have largely neglected the educational needs of older workers.

Although there has been a Federal adult education statute on the books, education is thought of as elementary, secondary and postsecondary. Adult education must participate as a full-fledged partner in the American education effort. In today's increasingly complex soceity, a basic education for an adult is more than acquiring literary—it should be at least the equivalent of going through high school.

For 1971, the latest figures available, the mean annual income for an individual with less than 8 years of elementary school was $5,950; for 1 to 3 years of high school, $8,966; for 4 years of high school, $10,751; and for 4 or more years of college, $16,698.

A high degree of motivation and the effective use of education technology—plus the necessary availability of the means—make it possible for an adult to earn 2 or 3 years of high school credit in but 1 year. And that education is in new concepts of science and of social studies, making his learning relevant to the individual's ambitions and to his life at this time.

This measure has the support of the National Association for Public Continuing and Adult Education—NAPCAE—an affiliate of the National Education Association. I ask unanimous consent that there be included as part of my remarks some statistics from NAPAE's 1973 Almanac indicating the State-by-State need for adult education programs.

EDUCATIONAL ATTAINMENT—Continue

EDUCATIONAL ATTAINMENT

	Age 16 and over, less than elementary school education	Age 16 and over, less than high school
50 States, District of Columbia, and Puerto Rico	22,787,950	63,970,815
Alabama	683,141	1,325,055
Alaska[1]	47,000	80,000
Arizona	212,698	438,045
Arkansas	317,444	376,751
California	1,300,056	4,300,379
Colorado	101,562	253,074
Connecticut	300,000	900,000
Delaware	110,000	158,602
District of Columbia	65,000	227,000
Florida	800,000	2,000,000
Georgia	656,754	1,399,175
Hawaii	84,079	191,155
Idaho	38,565	197,072
Illinois	1,172,035	4,121,503
Indiana	784,064	2,767,360
Iowa	116,801	632,366
Kansas	163,913	715,891
Kentucky	575,481	1,317,446
Louisiana	726,356	1,257,925
Maine	88,539	373,000
Maryland	481,305	1,131,672
Massachusetts	548,172	1,698,427
Michigan	765,183	2,735,552
Minnesota	273,000	1,110,000
Mississippi	440,362	900,000
Missouri	553,235	1,714,704
Montana	91,558	171,119
Nebraska	98,788	487,772
Nevada	40,000	108,000
New Hampshire	55,684	125,000
New Jersey	765,496	2,307,982
New Mexico	116,722	287,583
New York	1,600,000	5,500,000
North Carolina	982,352	2,444,381
North Dakota	61,443	216,471
Ohio[1]	993,167	3,437,438
Oklahoma	302,503	856,542
Oregon	136,200	620,000
Pennsylvania	1,465,002	4,403,159
Puerto Rico[1]		
Rhode Island	100,000	300,000
South Carolina	540,483	1,013,000
South Dakota	48,681	201,467
Tennessee	625,000	1,499,000
Texas	1,758,413	3,060,636
Utah	34,156	217,179
Vermont	33,000	121,000
Virginia	810,000	1,539,000
Washington	160,000	750,000
West Virginia	278,717	855,572
Wisconsin	266,000	1,034,660
Wyoming[1]	19,876	91,700

[1] 1971–72 information not received.

Source: Based on most recent estimates submitted to NAPCAE by State Departments of Education.

SENATOR RANDOLPH SUPPORTS THE EXTENSION OF THE ADULT EDUCATION ACT

Mr. RANDOLPH. Mr. President, during the last decade significant changes have occurred in our concept of education. Educators are now being challenged to meet the ever growing and changing needs of the community and its citizens. High among these needs is the alarming number of adults who have never completed a high school education.

It is estimated that there are 64 million adults with less than a high school education. The passage of the Adult Education Act in 1966 provided these millions of adults with a greater opportunity to complete their education. Although the estimated number of adults who do not complete a high school education program has had a tremendous effect since its inception.

In West Virginia we are presently serving approximately 73,000 people in the adult basic education program. However, this number is small when compared to the total number of 300,000 disadvantaged adults with less than an eighth grade education. We can take great pride in the number of people that we serve, but we must open new doors for those thousands that are not served.

The bill introduced by Senator Javits will extend the authority for the existing program for 5 years. This extension is vital to our continuing efforts to meet the needs of these underprivileged citizens. The bill also provides for cooperation with manpower development and training programs and occupational training programs. The 25 percent of the funds allotted to the States under the program may be used for high school equivalency programs.

It is a great joy to see people learn to read or to see parents and grandparents helping their children with their homework for the first time. The significance of adult education programs is also demonstrated by the new and greater academic skills that participants will carry with them as they seek employment. It is a privilege for me to join with Senator Javits in sponsoring this legislation.

Senator PELL. I am pleased to welcome our first witness, Secretary Marland.

STATEMENT OF HON. SIDNEY P. MARLAND, ASSISTANT SECRETARY FOR EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, ACCOMPANIED BY PAUL DELKER, DIRECTOR OF THE DIVISION OF ADULT EDUCATION, OFFICE OF EDUCATION, AND JUDITH PITNEY, ACTING DEPUTY ASSISTANT SECRETARY FOR LEGISLATION (EDUCATION), DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Dr. MARLAND. Good morning, Senator. At this time, Mr. Chairman and members of the committee, the administration has no prepared testimony to offer or the bill concerning gifted and talented children.

We will, however, with your permission present the position of the administration on the matter of S. 1814, the bill concerning adult education.

I am pleased to be here today to discuss S. 1814, a bill which would extend the Adult Education Act for 5 years.

As you know, the purpose of the Adult Education Act is to establish and expand programs of adult public education so tht adults can continue their education through completion of secondary school and secure job training to help them become employable, productive, and responsible citizens.

There are four distinct programs carried out under the authority of the Adult Education Act: (1) Grants to States, (2) special projects, (3) teacher training, and (4) special programs for Indians.

The largest share of the funds appropriated for this act are obligated under the program of grants to States. State grants annual appropriaton of $51.3 million currently provides services for 820,000 adults in all the States and territories.

Section 309(b) authorizes awards for special projects designed to strengthen State adult education programs. Special projects have two basic purposes. The first purpose is fundamentally experimental in nature; projects are funded to develop innovative methods, systems, materials, or programs which have national significance.

The second major purpose of the special project authority is to award grants for projects demonstrating a comprehensive or coordinated approach in delivering adult education services. Such projects often involve joint funding with State and local educational agencies or other Federal adult education programs such as those supported under the Model Cities effort. The special projects program is $7 million serving aproximamtely 31,000 adults.

Teacher Training is conducted under section 309(c). Appropriations of $3 million in fiscal year 1973 serve 15,000 participants. Regional models of staff development have increased State contributions for staff development.

Finally, section 314 authorizes a program related to the special education needs of Indian adults. As you know, grants are being made under this program for the first time this year. The fiscal year 1973 appropriation for the purposes of section 314 is $500,000.

Let me turn now to the administration's legislative proposals in the area of adult education. S. 1319, the Better Schools Act, would permit all States to fund activities now conducted under the State plan portion of the Adult Education Act with moneys from the supporting ma-

terials and services category. States would decide how much money from this area of assistance should be spent on adult education.

One of the key advantages of our bill is that citizens in the States and localities will have a greater influence in the determination of how Federal resources should be allocated. And as I have earlier testified, States have increasingly assumed responsibility and devoted funds in this area.

The administration proposes to extend the special projects and teacher training authority (section 309) for 1 year. Senator Dominick has introduced a bill, S. 1792, which would provide for this limited extension. We recommend against a longer extension because we are currently reviewing other ways of conducting the activities authorized by section 309. These alternatives may prove to be more efficient and productive methods of resource allocation.

Mr. Chairman, I would like to make a few comments on S. 1814.

The extension of the authorizations for grants to States and Indian adult education programs is contrary to the provisions of the proposed Better Schools Act which seeks to repeal both of these authorities in their present categorical form.

Although we support extension of the section 309 programs, for the reason discussed earlier, we cannot support an extension that would lock us into the existing program for 5 more years. Thus, we oppose the enactment of S. 1814 in its present form.

In summary, much vital work remains to be done in adult education. Today there are approximately 60.6 million adult Americans without a high school diploma, of which 22 million have less than 8 years of schooling and are under some definitions considered functionally illiterate. Education is necessary for them to function in the job market; to enhance self-respect; and to become more active and effective citizens and parents.

We believe that passage of S. 1318, the Better Schools Act, and S. 1792, the extension of section 309, will maintain the momentum we have attained in adult education and will offer the opportunity to increase program effectiveness in this area by strong State and local decisionmaking.

Mr. Chairman, that concludes my prepared statement, but I should like at this time to introduce my companions at the table, and I would like to present Ms. Judith Pitney, Acting Deputy Assistant Secretary for Legislation (Education) in HEW, and Mr. Paul Delker, Director of the Division of Adult Education in the Office of Education.

Senator PELL. Thank you very much. These are basically Senator Javits' bills, and I will defer to him because really these are his hearings.

Senator JAVITS. Thank you, Mr. Chairman.

First let me say that you have been most gracious to schedule these hearings on these two critical subjects. I have made no statement in introduction of the hearings because of the grave time limitations under which we are operating, so I hope to be subject to the same discipline to which I would hold our witnesses, and simply note that Mr. Marland has observed those time parameters.

The basic difference which separates us from the administration, of course, Mr. Chairman, is the likelihood of the special revenue-sharing bill on education becoming law, juxtaposing that to my own program which is an extension and expansion to the present law.

HIGH SCHOOL EQUIVALENCY

Dr. Marland. I gather from your statement that we agree as to the highly desirable nature of a program which will give a high school diploma to adult Americans who do not have one, assuming they can earn one.

Dr. MARLAND. Indeed we do, Senator Javits.

Senator JAVITS. We seem to agree rather closely on the figures. Our figure is $64 million; yours is 60.6. That is, I gather, a reliable figure from the Department.

Dr. MARLAND. And it is a dreadfully uncomfortable figure.

Senator JAVITS. Very uncomfortable. Does that represent, sir, more than one third of the adults in the United States?

Dr. MARLAND. My quick arithmetic would say the percentage of adults lacking a high school diploma is in the neighborhood of 30 percent.

Senator JAVITS. Exactly right, and more than 10 percent have had less then even an elementary school education?

Dr. MARLAND. That is correct.

Senator PELL. I would like, if I might enter at this point, to say that in my State, which we consider a State with a fairly high degree of educational standards, about one-third of the people over 30 years of age have not finished high school. Only two-thirds have.

Senator JAVITS. Mr. Chairman, for what should be the most advanced nation on earth, this is a shocking statistic, and is about all the evidence that needs to be put into the record to justify these measures.

FUTURE NEEDS

Have you made any inquiries about the capability to extend this program, assuming we have no—I do not like to say we have no financial limitations because we always have financial limitations—but assuming these were top priorities and we could spend everything we could use? Could you give us any estimates, or has the Department made any as to what would be our capability as you juxtapose it to $51.3 million and $820,000? If it has not, we would greatly appreciate it.

Dr. MARLAND. I would say, Mr. Chairman and Senator Javits, that we have made only informal assessments of that. I would suppose in virtually all parts of the Division of Education we could use more money to carry out the needs of this country and to fulfill some of our necessary obligations to correct inequities such as this.

To be very candid, I am sure twice the present sum, which is approximately $60 million, if funds were available, could be efficiently put to use in addressing itself to this issue.

Senator JAVITS. Would we then be able to double the adults benefited?

Dr. MARLAND. I would have to speculate no. It is a very difficult problem to recruit adult individuals for these programs.

The embarrassment that goes with this deficiency, that is the inhospitality of a system which attempts to use them, at least in their sight, is a barrier. We could not automatically presume a doubling of the numbers with a doubling of the dollars.

There would be, in effect, increased funds to improve our methods for recruitment, and to find creative ways to reach out and attack these problems, without necessarily following the conventional paths.

Senator JAVITS. Then let us say arbitrarily that we certainly would, if you double the resources, reach out to, but not actually approach, 1,500,000?

Dr. MARLAND. That is conceivable.

Senator JAVITS. Am I correct in saying this process would take 2 to 3 years?

Dr. MARLAND. That is a technical question and I am going to ask Mr. Delker to come in and comment on that, if you please.

STATEMENT OF PAUL DELKER, DIRECTOR OF THE DIVISION OF ADULT EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. DELKER. Senator, if I understand your question, it is what would be the period of time——

Senator JAVITS. To get a high school diploma under these circumstances?

Mr. DELKER. I think your estimate is a reasonably accurate one, 2 to 3 years. It does of course depend on the point where the individual begins, the number of hours of instruction available to him, but your estimate is a good average.

MEETING NEEDS OF HIGH SCHOOL EQUIVALENCY

Senator JAVITS. What I am trying to get at is given the barriers, including the outreach problem which Mr. Marland has referred to, assuming we gave this top priority and doubled the resources and kept up whatever increases were required, what I am trying to get at is what span of years as an order of magnitude would it take to substantially accomplish the goals of giving a high school education to as many adult Americans as are capable of absorbing it?

We realize in the 60 million, many cannot absorb it at all. I just wonder what is our target even if we went all out for this.

Mr. DELKER. If we went all out, assuming in the next available fiscal year the order of magnitude [illegible] Dr. Marland cited, twice the funds and an increasing amount, our best estimates are 6 to 10 years for that available population to seek a high school diploma.

Dr. MARLAND. Let me add a [illegible] there, if I may, Mr. Chairman and Senator Javits.

This is not a bil[illegible]t; these [illegible]namic conditions. Some 400,000 migrants come into this system [illegible]any of them do not speak English. They also are part of the [illegible]roup for this program, and constitute a steady inflow of some [illegible]00 people, most of them needing instruction of this kind.

Senator JAVITS. But would [illegible]r. Marland, given 6 to 10 years and an allout effort, define [illegible]up[illegible] twice the present effort, we would legitimately set a tenu[illegible]ective in which to solve the problem?

That means that we would not [illegible]hen face the shocking statistics that we do now. Obviously we would not give everybody a high school diploma; there would be millions who would be excluded for many

reasons, but we no longer would face this almost national approach of leaving so many behind the parade.

Dr. MARLAND. Given the resources, Senator Javits, this would be a fair assessment, and would take all of 10 years.

Senator JAVITS. Juxtaposed also to the economic needs of the United States, is it not a fact that the high school equivalency is now really mandatory for most of our jobs, either white collar or blue collar?

Dr. MARLAND. That is true.

Senator JAVITS. So that these very people are very seriously sentenced to be hewers of wood and drawers of water?

Dr. MARLAND. That is true.

Senator JAVITS. This is concurrent with employment opportunities also contracting very materially on so-called unskilled labor?

Dr. MARLAND. That is true.

STATISTICS ON ADULT BASIC AND HIGH SCHOOL EQUIVALENCY

Senator JAVITS. Mr. Chairman, I thank you very much. I think that is very illuminating. I have just one of two other questions.

Do you have any concept of breakdown of Federal adult education funds being used for elementary school education and high school education?

Dr. MARLAND. I am going to ask Mr. Delker if he has, and if not we will submit them for the record, but I think if I understand your question I would like to restate it to be sure.

Do we have a breakdown of the distribution of enrolled students as to their enrollment in elementary and secondary education?

Senator JAVITS. Exactly, and the breakdown in funds which ensued.

Dr. MARLAND. Can you give a quick answer to that, Paul?

Mr. DELKER. Senator Javits, as it relates to the expenditure of Federal funds, until publication of regulations last week, the expenditure of Federal funds has been limited to those with less than an eighth-grade education.

The regulations now allow up to 20 percent of the Federal allocation to be spent.

Dr. MARLAND. That is for people enrolled in secondary.

Mr. DELKER. Secondary.

Senator JAVITS. Give us the best you can on that in the way of numbers.

Dr. MARLAND. I think what Mr. Delker is saying, is that up until this time our regulations have not permitted us to treat secondary; however, we have now published those regulations, so that 20 percent of the dollars—and perhaps we could predict correspondingly 20 percent of the enrollees now under the law—20 percent in secondary, the remainder in elementary.

Senator JAVITS. My bill and that of the cosponsors provides for up to 25 percent. Would you have any opinion on that?

Dr. MARLAND. I would say we are in agreement.

EFFECTIVENESS OF ADULT EDUCATION PROGRAMS

Senator JAVITS. The other thing I would like to ask is do you have any appraisal of how effective adult education programs have been

within the States, bearing in mind that you have only been financing the elementary aspect?

Do you have some evaluation?

Dr. MARLAND. I have some broad conclusions, Mr. Chairman, that our programs are exceedingly effective in reaching not only the poor and the disadvantaged, but we are also reaching into prisons and hospitals.

The degree of State response in terms of State and local funds added to the Federal funds is significant. Of the 22 million eligible in the population; that is, those who do not have what we would consider an eighth grade education and therefore some definition of functional literacy——

Senator JAVITS. Of the 20 million?

Dr. MARLAND. Right. From 1965 to 1973 we have reached over 4.5 million, and this, while it is not by any means a glowing success, is a step in the right direction.

Senator JAVITS. Dr. Marland, could we have for the record a chart which would show the extent of the participation of the States, because our members here are always interested in knowing what programs are being enthusiastically received by the States, and that makes a big difference.

Dr. MARLAND. It does, and, of course, it is on this difference that we are making rather basic assumptions that the Better Schools Act would prove a valid vehicle because of the evidence already established in States in their behavior in adding funds themselves to the Federal programs now in place.

We will submit for the record, however, distribution of funds by States as well as distribution of State and local funds added to the Federal funds.

Senator JAVITS. I ask unanimous consent that that be received.

Senator PELL. Without objection, it is so ordered.

[The information referred to follows:]

ACTUAL EXPENDITURES, FISCAL YEAR 1972

States	Allotment (obligation)	From current (1972) fiscal year	From previous (1971) fiscal year	State and/or local, fiscal year 1972	Total, all sources
Total	$51,132,753	$49,496,919	$3,698,976	$16,235,822	$69,431,715
10 Alabama	1,353,404	1,277,127	88,529	151,739	1,517,395
11 Alaska	166,536	123,844		152,922	276,766
12 Arizona	419,113	[1] 419,113	[1] 61,606	[1] 53,690	[1] 534,409
13 Arkansas	785,866	734,087	72,986	108,846	915,919
14 California	2,894,965	[1] 2,894,965		[1] 4,036,703	[1] 6,931,668
15 Colorado	425,700	425,700		106,287	531,987
16 Connecticut	646,371	646,371		564,334	1,210,705
17 Delaware	219,465	219,465		24,000	243,465
18 District of Columbia	282,806	[1] 274,679		[1] 121,428	[1] 396,107
19 Florida	1,308,317	1,308,317		364,950	1,673,277
20 Georgia	1,712,693	1,580,321	173,504	198,591	1,952,416
21 Hawaii	272,771	272,771	834	286,740	560,345
22 Idaho	248,223	[1] 248,223		[1] 36,000	[1] 284,223
23 Illinois	2,271,708	[1] 2,271,708	[1] 563,292	[1] 350,000	[1] 3,185,000
24 Indiana	1,071,829	1,071,829		126,018	1,197,847
25 Iowa	646,525	646,525		255,144	901,669
26 Kansas	528,113	[1] 528,113	[1] 10,212	[1] 59,813	[1] 598,138
27 Kentucky	1,148,538	1,148,538	37,941	163,321	1,349,800
28 Louisiana	1,599,212	[1] 1,598,890	[1] 55,974	[1] 192,000	[1] 1,845,864
29 Maine	328,342	[1] 328,342	[1] 14,545	[1] 45,393	[1] 393,280
30 Maryland	777,671	[1] 777,671	[1] 62,629	[1] 125,079	[1] 955,379
31 Massachusetts	1,122,487	1,106,316	9,007	719,655	1,834,978
32 Michigan	1,702,104	[1] 1,702,104		[1] 825,468	[1] 2,527,572
33 Minnesota	774,061	[1] 774,061	[1] 68,004	[1] 93,600	935,665

ACTUAL EXPENDITURES, FISCAL YEAR 1972—Continued

States	Allotment (obligation)	From current (1972) fiscal year	From previous (1971) fiscal year	State and/or local, fiscal year 1972	Total, all sources
34 Mississippi	1,054,146	995,152	114,094	123,250	1,232,496
35 Missouri	1,102,416	[1] 1,102,416	[1] 48,887	[1] 128,000	[1] 1,279,303
36 Montana	251,812	[1] 251,812		[1] 30,000	[1] 281,812
37 Nebraska	388,687	[1] 388,687	[1] 82,437	[1] 53,863	[1] 524,987
38 Nevada	180,362	146,879	35,261	34,191	216,331
39 New Hampshire	254,488	183,152	21,896	22,784	227,832
40 New Jersey	1,439,458	[1] 1,439,458		[1] 350,000	[1] 1,789,458
41 New Mexico	344,103	[1] 344,103	[1] 9,310	[1] 42,000	[1] 395,413
42 New York	3,783,043	[1] 3,783,043	[1] 16,957	[1] 2,150,000	[1] 5,950,000
43 North Carolina	1,898,912	1,670,167	245,477	213,692	2,129,336
44 North Dakota	257,625	[1] 257,625		[1] 28,000	[1] 285,625
45 Ohio	2,094,595	[1] 2,094,595	[1] 39,996	[1] 280,000	[1] 2,414,591
46 Oklahoma	620,400	579,409	64,067	113,401	756,877
47 Oregon	456,536	443,285	5,050	156,046	604,381
48 Pennsylvania	2,634,898	[1] 2,634,898	[1] 769,104	[1] 378,222	[1] 3,782,224
49 Rhode Island	331,396	262,122	10,566	31,758	304,446
50 South Carolina	1,190,918	1,044,823	261,697	540,588	1,847,108
51 South Dakota	263,481	[1] 263,481		[1] 30,000	[1] 293,481
52 Tennessee	1,403,582	929,313	404,494	219,032	1,552,839
53 Texas	3,205,110	[1] 3,205,110	[1] 190,299	[1] 414,995	[1] 3,810,404
54 Utah	259,611	[1] 259,611		[1] 40,000	[1] 299,611
55 Vermont	208,698	196,333	3,281	26,908	226,522
56 Virginia	1,436,435	1,395,385	25,249	158,076	1,578,710
57 Washington	624,613	540,358	3,347	237,093	780,798
58 West Virginia	613,710	613,710	87,070	169,965	870,745
59 Wisconsin	917,375	917,375		406,327	1,323,702
60 Wyoming	186,843	[1] 186,843		[1] 30,000	216,843
61 American Samoa	40,907	19,569	35,900	18,900	74,369
62 Trust Territory	81,814	[1] 81,814			[1] 81,814
63 Guam	71,588	58,940	5,474	39,500	103,914
64 Puerto Rico	787,464	[1] 787,464		[1] 600,000	[1] 1,387,464
66 Virgin Islands	40,907	[1] 40,907		[1] 7,500	[1] 48,407

[1] Estimate.

A PERSONAL NOTE

Senator JAVITS. Those were all the questions that I have, Mr. Marland, but I would like to add a personal note if I may.

It will interest you to know my interest in adult education stems from my mother who at the age of 55 learned to read and write English. It was the joy of her life that she could at least read the signs in the New York subway, having come as an immigrant from what is now Israel in the middle 1880's.

She learned that in the elementary adult education courses given at a public school in Brooklyn.

Mr. MARLAND. I can well appreciate it, Senator, and it has been my privilege on a number of occasions to preside at ceremonies graduating middle age men and women from elementary school, and to note the great joy that surrounds those events.

Senator JAVITS. Thank you.

COSPONSORSHIP OF SENATOR PELL

Senator PELL. Thank you very much. I would hope you would add my name as a cosponsor.

Senator JAVITS. I am honored.

Senator PELL. I have one question to the Secretary. What are the basic requirements for the high school diploma? Do they not vary tremendously from State to State?

New York I understand has a very high standard, but what are the basic requirements for the high school diploma that you would say are national.

Dr. MARLAND. We have a fairly universal standard for that. It is called the General Education Development (GED) test which is uniformly used throughout most of the country, and I would ask Mr. Delker if he wishes to expand on that.

Senator PELL. How many years of English, how many years of mathematics, et cetera?

Mr. DELKER. This is a very difficult question to answer accurately, Senator, because it is a State matter, and it is under the control of the State.

Most of them do use the GED either as the equivalency or as a factor in granting a high school equivalency.

I am afraid I cannot generalize that.

Senator PELL. I am not asking you to generalize. I am asking you to be specific. What are the requirements that are common to a high school equivalency nationally?

Mr. DELKER. I do not know the answer to that question, Senator. We may be able to provide it for the record, but we do not have that at hand.

Dr. MARLAND. I can tell you that successful completion of the GED equivalency test requires a background in mathematics, English, civics, including history and introductory science, equivalent to that background required in high school.

Senator PELL. How much math would this include? Does this include trigonometry, calculus?

Dr. MARLAND. How much math?

Senator PELL. Yes.

Dr. MARLAND. A level of efficiency on the examination which would go through general mathematics. It would not include algebra, geometry.

Senator PELL. It just includes arithmetic? You mean you can get a high school diploma just on the basis of arithmetic, history, English?

Dr. MARLAND. Any person can.

Senator PELL. How many States use the GED as the basis?

Dr. MARLAND. Virtually all States use the GED, if not as the sole criterion, as a supporting criterion to their own tests which may be more elaborate.

Senator PELL. What I am trying to establish is the fact that some States have an abysmally low level of knowledge required for those who got the high school diploma, although in New York State the regent's test is rather hard.

Would you supply for the record those States which do not require GED test as a means of getting the high school diploma and the information, specific not general, as to what the requirements you think are common in the United States in achieving a high school diploma.

Dr. MARLAND. We will do that. I would like to insert that information in the record at this point.

[The following was subsequently supplied for the record:]

Information pertaining to the General Educational Development Test. (GED)

The five examinations that make up the GED test are:

1. Correctness and Effectiveness of Expression.

2. Interpretation of Reading Skills in the Social Studies.

3. Interpretation of Reading Skills in the Natural Sciences.

4. Interpretation of Literacy Materials.

5. General Mathematics.

There are 7 different forms of each test; a new form is introduced every two years. It is also available in Spanish with a sixth examination, in addition to the above five, that tests a student's ability to translate Spanish into English. There were 430,346 people who took the test during 1972. Thirty-two percent successfully passed the test.

The following information provides a great deal of pertinent statistical information regarding the requirements imposed by each State. Additional information may be obtained from Dr. Miller of the American Council on Education. (833-4680). College Admissions officers now accept the GED as evidence of high school completion.

GENERAL SUMMARY OF POLICIES

A REVIEW OF THE POLICIES of the 61 departments of education shows nearly unanimous acceptance of the GED tests as a valid measure of educational achievement by adults at the high school graduation level for the purpose of issuing high school equivalency certificates. Especially since 1960, the departments have modified their policies in many ways to meet the needs of adult residents. Following are summaries of departmental policies and in some cases comparisons with earlier policies.

Policies for Issuance of Certificates, 1946, 1960, 1972

The positions of the departments of education over the years regarding the issuance of certificates and to whom certificates may be issued are summarized in Table 1. It shows that all departments now have adopted policies that enable their residents to have opportunities to earn a certificate.

Minimum Test Scores Required, 1946, 1960, 1972

Table 2 shows that the departments of education have adjusted their minimum score requirements to meet the needs of adults. Most departments have established a standard score of 35 on each test *and* an average standard score of 45 on all five tests. On a national scale, 70–75 percent of examinees will achieve these scores.

Minimum Age for Issuance of Certificates, 1946, 1960, 1972

The 1972 policies show a decided change toward a lower minimum age requirement for issuance of certificates (see Table 3). Fifty-six of

TABLE 1: *Policy Positions of Departments of Education for the Issuance of High School Certificates, 1946, 1960, 1972*

Policy	1946[a] (N = 49)	1960[b] (N = 53)	1972[c] (N = 61)
Department of education issues high school certificates or authorizes local high schools to do so	46	52	61
Certificate issued by department of education	*28*	*38*	*60*
Certificate issued only by local high schools	*18*	*14*	*1*
Department does not issue or authorize use of GED tests	3	1	0
Certificates are issued to:			
All adult residents	0	35	61
Service personnel and veterans only	46	17	0

[a] Based on policies of 48 states and the District of Columbia, as published in the first issue of Bulletin No. 5, August 1946.

[b] Based on January 1960 policies of 50 states, the District of Columbia, the Canal Zone, and Puerto Rico. In 1960, one department of education did not authorize use of GED tests.

[c] Based on May 1972 policies of 50 states, the District of Columbia, American Samoa, the Canal Zone, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and five provinces of Canada—Manitoba, New Brunswick, Nova Scotia, Prince Edward Island, and Saskatchewan.

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TABLE 2: *Minimum Test Scores Required by State Departments of Education, 1946, 1960, 1972*

Minimum Test Scores Required	1946[a] (N = 46)	1960[b] (N = 52)	1972[c] (N = 61)
A standard score of 35 on each test *or* an average standard score of 45 on all five tests, or lower requirement	40	13	9
A standard score of 35 on each test *and* an average standard score of 45 on all five tests or other score requirements eliminating approximately same percentage of examinees	3	20	41
Higher score required than listed above	3	19	11

[a, b, c] See footnotes to Table 1.

TABLE 3: *Minimum Age Requirements for Issuance of Certificates, 1946, 1960, 1972*

Minimum Age Requirement	1946[a] (N = 46)	1960[b] (N = 52)	1972[c] (N = 61)
17, but applicant must have been out of school for six months or one year	—	—	5
18, but applicant must have been out of school for six months or one year, or high school class must have graduated	*	10	24
19	*	6	27
20	*	15	4
21	*	21	0
Determined by local school districts	*	0	1

[a] No data collected in 1946.
[b, c] See footnotes to Table 1.

the departments have established a minimum age of 19 or under. Only four state that the applicant must be at least 20, and none requires age 21. It will be noted, however, that departments which set 17 or 18 years of age require additionally that the applicant shall have been out of school for a period of six months or a year, or that the high school class of which he was a member must have graduated. One state does not make recommendations with regard to minimum age.

Minimum Age for Admission to Take GED Tests, 1972

For the first time, the *Policies* lists two requirements under "Minimum Age": minimum age for issuance of the certificate (summarized above), and minimum age for admission to take the tests. The departments have received many requests from recruiting officials, employers, and college officials for testing persons who are under the age to receive a certificate. To assist such people, departments have established a minimum age for admission to testing. As shown in Table 4, for 16- and 17-year-olds, most departments require that the applicant shall have been out of school for six months to a year, and also usually require a letter from the pertinent authority requesting the testing.

Residence Requirements, 1972

In the last three years, there has been a considerable relaxation in resident requirements set by departments of education, shown in Table 5. Physical residence of no particular length is all that is now required by 28 departments of education.

Previous High School Enrollment, 1946, 1960, 1972

Previous high school enrollment entailing the completion of one or two years of high school instruction is now required by only two departments of education. Fifty-nine departments do not require high school attendance, although five departments do require that an applicant demonstrate through examinations that he has satisfactory knowledge of the state constitution, patriotism, or American government, in addition to achieving satisfactory scores on the GED tests. See Table 6.

Departments of Education Authorized to Administer Tests in Correctional and Health Institutions

Forty-five state departments of education and the District of Columbia have now been authorized by the Commission on Accreditation to

TABLE 4: *Minimum Age Requirements for Admission to Take the GED Tests, 1972*

Minimum Age Requirement	1972 (N = 61)
16, but must have been out of school for six months or a year	5
17, but must have been out of school for six months or a year	37
18	11
19	7
Determined by school district	1

TABLE 5: *Residence Requirements for Issuance of Certificate or Admission to Take Tests, 1972*

Residence Requirement	1972 (N = 61)
Physical residence	28
1 month	5
3 months	2
6 months	22
1 year	3
Determined by school district	1

TABLE 6: *Previous High School Enrollment Requirement, 1946, 1960, 1972*

Previous High School Enrollment Required	1946[a] (N = 49)	1960[b] (N = 52)	1972[c] (N = 61)
Yes	17	10	2
No	32	42	59

[a, b, c] See footnotes to Table 1.

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administer the GED tests in their state correctional and health institutions. The tests are used in the institutions as an aid in the rehabilitation of inmates and patients.

Issuance of Certificates to Spanish-Speaking Residents, Based on GED Test Scores, Spanish Editions

The Spanish editions of the GED tests became available in August 1971 for administration to Spanish-speaking adults. Twenty-nine state departments have already established policies of issuing certificates based on satisfactory scores on the Spanish versions on the same terms used for the English editions.

Comparative Data on Testing at Official GED Centers, 1962–71

GED test administration at Official VTS Agencies (renamed "Official GED Centers" in 1963) began in 1945. In 1964, for the first time the number of adults tested exceeded 100,000 a year; in 1967, the number exceeded 200,000, and in 1970, the total exceeded 300,000. In order to handle the demands for testing, the number of Official GED Centers has also been increased rapidly.

Table 7 presents comparative information on examinees for the years 1962 through 1971.

In addition, approximately 100 000 military personnel on active duty are tested each year through the United States Armed Forces Institute.

Each January, all Official GED Centers submit data collected from persons who took the tests during the preceding calendar year.

TABLE 7: *Comparative Data on Testing at Official GED Centers, 1962–71*

Year	No. of Official GED Centers in Operation	Number of Examinees	Average Age of Examinees	Average No. Years of Previous Schooling	Tested to Qualify for Further Education (%)	Failed to Meet State Standards (%)
1962	745	75,428	29	10	34	25
1963	801	88,242	29	10	33	29
1964	840	116,875	29	10	32.5	27
1965	928	143,974	29	9.7	38	28
1966	1,031	185,778	29.3	9.8	35	28.3
1967	1,194	218,386	29.5	9.7	36	30
1968	1,349	265,499	29.5	9.7	39.9	30.6
1969	1,566	293,451	29.4	9.7	37.3	28.3
1970	1,711	331,534	29.1	9.7	40.1	29.2
1971	1,858	387,733	28.0	9.8	41.2	31.3

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Policies Governing the Granting of High School Credit for Service Educational Experiences

Part II of the exhibits in this bulletin states the policies of the departments of education under which they authorize local high schools to grant credit toward a regular high school diploma for various types of educational experiences acquired by military personnel while on active duty. The Commission on Accreditation evaluates these experiences in terms of academic credit, and secondary school officials may obtain the credit recommendations by writing the Commission.

Senator PELL. Our next set of witnesses will be a panel on adult education. The panel consists of Ray Ast, administrator, adult continuing education services, Montclair State College, Upper Montclair, N.J.; Leonard Hill, chairman, National Advisory Council on Adult Education; Luther Black, director, adult basic education, Arkansas State Department of Education; Sister Cecelia, Denver, Colo.; Edgar Boone, head, department of adult and community college education, North Carolina State University, Raleigh, N.C.; Robert Rupert, adult education specialist, Los Angeles city schools and Ms. Edith Hayes, teacher, Lexington, Ky.

Senator JAVITS. Mr. Chairman, I ask unanimous consent that the testimony of the panel be opened by Mr. Rupert; that the other witnesses follow, excluding Leonard Hill who will summarize; that each of the witnesses be allowed 5 minutes for an oral statement; and that Mr. Hill be allowed 10 minutes for a summary.

I ask also that the written statements of each of the witnesses be made part of the record, and that additional statements from other witnesses on this same bill be included in the record at the end of their testimony.

Senator PELL. Without objection it is so ordered.

STATEMENT OF RAY J. AST, JR., ADMINISTRATOR, ADULT CONTINUING EDUCATION SERVICES, MONTCLAIR STATE COLLEGE, UPPER MONTCLAIR, N.J.; LEONARD HILL, CHAIRMAN, NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION; DR. LUTHER H. BLACK, DIRECTOR, ADULT BASIC EDUCATION, ARKANSAS STATE DEPARTMENT OF EDUCATION; SISTER CECELIA LINENBRINK, PH.D., DENVER, COLO.; EDGAR BOONE, HEAD, DEPARTMENT OF ADULT AND COMMUNITY COLLEGE EDUCATION, RALEIGH, N.C.; ROBERT RUPERT, ADULT EDUCATION SPECIALIST, LOS ANGELES CITY SCHOOLS; AND MS. EDITH HAYES, TEACHER, LEXINGTON, KY., A PANEL ON ADULT EDUCATION

Mr. RUPERT. As chairman of the legislative committee, National Association for Public Continuing in Adult Education of the Los Angeles Board of Education, I have been asked to state our case in support of legislation which would enhance the continuation, renewal or initiation of adult education programs within the 50 States and territories of the United States.

OPENING STATEMENT

In this opening statement you will be apprised of points of view on all pending legislation from a wide variety of adult education people: teachers, administrators, college professors, all the professionals in one cause.

We will discuss some specifics which are being considered and suggest a few things which are desirable for improvement of the program. Each of the subsequent six witnesses will comment on adult education from his or her own vantage point.

As a primary document for our testimony you have been presented with a formal statement entitled "Adult Education."

In some the statement attempts to do four things:

1. To emphasize adult basic education accomplishments. Those are on pages 2 to 4;

2. To survey the history and development of adult education, pages 5 through 9;

3. To provide review of pending adult education legislation, pages 10 and 11; and

4. To recommend a few changes in S. 1814.

The tenor of this brief opening statement follows somewhat the same format. Let us reemphasize that we deal with the education of adults, and you are going to hear that word a lot today. This includes anyone who is over the age of 18.

In large measure the students who come to us or to whom we take basic education programs are the hard to reach and the hard to teach. Without Federal support programs in over half the States would falter or even completely disappear.

It is unfortunate that local, State, and national citizens with interest in education have not yet learned that the key to educating the disadvantaged youngster lies in making sure that his parents are literate enough and economically stable enough to understand and appreciate the basic needs of his children.

Yet it is a fact of life that when the needs of children and services for children are contrasted with the needs of adults and services for adults, the child usually wins out This is our argument for continuing categorical aid for adult education.

For this reason also we oppose in its present form the idea of revenue sharing. In the Better Schools Act of 1973, adult education has been relegated to the supportive services and materials category. We are in competition in that category with school textbooks, library resources, education equipment, supplementary education centers and services, school meals, strengthening State and local agencies, services in vocational education and services to the handicapped and disadvantaged.

That is a plethora of services.

Under these circumstances not much money would be applied in most States and territories to support basic adult education programs. We do of course support the extension of the Adult Extension Act.

Without the relatively few dollars available there the cohesiveness of the our relatively small segment of the educational institution, and that is adult education, would suffer a severe blow.

The National Advisory Committee on Adult Education after 2 short years is making inroads in telling our story and provides the level of leadership sorely needed by those of us who practice adult education out in the States. Without these relatively few dollars, movement past an eighth grade proficiency level and into high school equivalency would also be stymied.

Such a continuation would be assured by the passage of any of the two bills currently before the Senate. S. 1814 is one of the two bills which concern us now. The first, S. 1539, deals with the extension of the Elementary and Secondary Act. We are fortunate to be included in that bill, and have worked nationally to make our support known.

SUPPORT OF S. 1814

The latter, S. 1814, we are testifying for today provides categorical extension for adult education. We have begun procedures to make our support for this bill well known also. It contains new features and specifics recommended by the National Advisory Committee on Adult Education in its report to the President this year.

These provisions were derived from a massive input of effort from the total profession. Among these features are the extension of the authorization until 1978, a 25 percent permissive use of funds for high school equivalency programs, provision for inclusion of institutionalized adults in the target population, clarification of community sponsored programs in public school buildings, State adult education advisory councils, and the continuation of National Advisory Council on Adult Education.

SUGGESTIONS

There are a few suggestions which we can make before this committee today if it is disposed to look favorably upon some changes which could be made. Pages 11 and 12 of the testimony which we provided to you made four specific suggestions.

First of all, a broadening of the community school program to include facilities of community and junior colleges in section 303;

Secondly, in section 306 we would like to change the word "for" to "or", when it comes to high school equivalency.

This would permit adult high school completion programs or the GED programs, and the present language could be interpreted in some States to mean GED only.

Thirdly we feel that the term "institutionalized" needs a better definition, and we have included a definition in our report to you.

Finally, under section 310 it is our recommendation that the State advisory councils should be a requirement of law, and that the "may" should be changed to "shall". This should not be permissive but should be mandatory.

We know that through the legislative process that probably some place along the line S. 1814 and S. 1539 are going to get together in sort of a compromise. We might recommend that if this occurs the language in both of those bills should be about the same, and this would assure us whatever authorizing legislation is passed will contain the best provisions for our profession.

For the remainder of the allotted time we would ask you to be permitted to familiarize you with the accomplishments of the basic adult education. Senator Pell's questions can probably be included when it comes to the general education development test.

[The prepared statement submitted by Mr. Rupert follows:]

S T A T E M E N T

To The

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

EDUCATION SUBCOMMITTEE

Honorable Claiborne Pell, Chairman

ADULT EDUCATION

Presented By:

Public Witnesses For Adult Education

June 28, 1973

Witnesses on Behalf of Adult Education

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Mr. Chairman and Members of the Senate Education Subcommittee:

Thank you for giving adult educators the opportunity to appear before you at this early stage in your deliberations. We know that this subcommittee will be making legislative recommendations which could markedly influence the future direction of American education, particularly the federal government's role in determining that direction. At a time when disunity, disagreement, and discontent often seem to be the order of the day, we adult educators are presenting what we feel is a remarkably united effort.

Today we appear, not separately representing our organizations and programs, but as a panel, all of whose members are in agreement with this joint opening statement. We on the panel come from Arkansas, California, Colorado, Kentucky, Nebraska, New Jersey, and North Carolina. We are accompanied by Washington-based staff members of the Adult Education Association of the U.S.A., the National Association of Black Adult Educators, the National Advisory Council on Adult Education, the National Association for Public Continuing and Adult Education, and by other interested adult educators.

In spite of some obvious organizational differences within our group, a single bond relates us one to the other: we are all committed to the belief that we can help meet many adult needs through education. As practicing adult educators who have voluntarily chosen this field because we believe deeply in its value, we implore you to extend and to expand the federal government's role in adult education. Our hope is that this testimony will provide you with information which will be helpful as you make decisions affecting the

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education of adults.

We come before you today not merely because we are seeking the passage of more nearly comprehensive adult education legislation, but also because we wish to present some of the programs' accomplishments and problems, as follows:

- Since the first full year of the federal adult basic education program in 1966, there have been 4½ million adults enrolled in adult basic education.

- In the 1972 school year, there were 812,000 students enrolled in the federally sponsored adult basic education program.

- A positive accomplishment of rising economic growth has been the nation's increased investment in human resources in the form of better education. A generation ago, half of all adult Americans had received only an elementary education, at best. In contrast, slightly over half of the adult population in 1970 had completed high school, and over 20% had gone to college as against 7.5% in 1940.

- The 18-44 age range is considered to be the most productive period in terms of work and earning power, not only for the individual but for society. According to FY-71 data, 80% of all adult basic education participants fell into the 18-44 age category.

- The Brookings Institute, Washington, D. C. states that in 1970 there were 13.8 million

public welfare beneficiaries, and it estimates nearly 15 million in 1973. The sum spent for public welfare assistance in 1970 came to $14.4 billion, about four times the total a decade earlier. In FY-71, adult basic education attracted to their instructional programs, designed in part to help persons secure and maintain employment, job training or job change, a concentration of welfare recipients that was twice that found in the general population. Nearly one of every eight persons enrolled in FY-71 separated from the program for employment, job change, or job training.

- Fifty-three million adults in the United States, 20 years of age and over, have less than 3 years of high school completed.

- A study conducted at Harvard University in May of 1970 examined adult reading requirements as contained in employment application blanks, driver training manuals issued by 30 states, social security forms, and other materials and, based on the 1960 census, estimated that 69 million Americans, 16 years of age and older, cannot meet these reading requirements. The study stated that by this definition of literacy over half of the adults in the United States may be functionally illiterate.

- The National Center for Education Statistics indicated that the greatest percentage change in enrollment occurred at the local level of sponsorship for adult education in the public

school system. Enrollment percent increase from 1968 to 1970: federal sponsorship, 6.0%; state, 9.7%; local, 23.3%.

- Of the total U. S. population 16 years of age and older (142,299,000), 11.3% have less than an eighth grade education.

- The 1970 census indicated that 1.8 million adult Americans have had no schooling at all.

- The per pupil adult basic education expenditure averaged $88 in FY-71 with a $65 federal expenditure and $23 state and local match.

- One out of three ABE enrollees was Negro (32.8). In 1970, blacks amounted to 11.1 percent of the national total. Hence, in 1971 ABE's Negro students - 204,069 of 622,148 - added up to three times the national proportion.

- Over 20% of the ABE students enrolled in the federal program are Mexican-American, Cuban, or Puerto Rican.

- Lifetime Income of Males 25 Years of Age and Older. Years of School Completed:

Elementary	0 - 7	$ 196,000
	8	$ 258,000
High School	1 - 3	$ 294,000
	4	$ 350,000
College	1 - 3	$ 411,000
	4+	$ 586,000

As you know, we have had a history of categorical federal aid to adult education going back to the passage of the Economic Opportunity Act in 1964 when Title IIB established the federal/state/local pattern of cooperation in adult basic education which exists to the present time. In 1966, the Adult Education Act was passed as a part of the Elementary and Secondary Education Amendments, and it has been modified several times since then. The most significant amendment came in P.L. 91-230 in April, 1970, when authority was given to provide money for programs for adult education through the high school level. Until then, adult basic education was interpreted as extending through the eighth grade.

Unfortunately, because funds have been so limited and the educational needs of adults are so great, money has never been made available for adult high school education. It is ironic that the rules and regulations issued by USOE have been approved just this month so that some limited funds may finally be spent on adult high school education programs. The irony comes from the knowledge that the congressional intent had finally been recognized and incorporated into the rules and regulations for a program which had been scheduled to end three days from today (if it were not for the one-year extension of existing education programs).

To date, this has been a modestly funded program in view of the fact that we have more than 64 million adults 16 years of age and older who have not completed high school, millions of whom are potential participants in this program. From 1964 until 1972, there had been a continuing increase in federal spending for adult education. During fiscal year 1972, $61.3 million--within an

authorized figure of $225 million--was appropriated for the Adult Education Act. ($51.134 million state grants, $166,000 National Advisory Council, $10 million USOE discretionary funds.) During the current fiscal year, $75 million was appropriated, but just $61.3 million has been released under the existing interpretation of the Continuing Resolution as it applies to the Adult Education Act. Fortunately, this is not a program totally dependent on federal financial support. In fact, there has been a heartening display of overmatching federal funds by the state and local level.

The 1972-73 allotment for the state grant program was $51,134,000. State and local education agencies are required to match 10% of the federal dollar. The latest financial information from state directors' reports indicates that in FY-71 state and local expenditures for the federal program (ABE) totaled $14,576,000. This amounts to an overmatch of $9,000,000 or nearly 2½ times the requirement. This type of overmatch effort by states and local education agencies has been a consistent trend since 1966.

At the beginning of the 93rd Congress, there was much interest as to the recommendations which the administration would make concerning adult education. In the President's budget message to Congress and in the subsequent legislation which was introduced, it was apparent that adult education was being accorded a low spot on the list of educational priorities. State grant programs were accorded "zero funding" in the FY-74 budget, and in the proposed special education revenue sharing legislation, adult education was virtually consigned to educational oblivion by being placed in the "grab bag" category called Supporting Materials and Services.

Since the January release of the President's budget and the subsequent introduction of the concepts contained in special education revenue sharing, a great deal of ink has been spilled in defense of a Better Schools Act, and also in opposition to the present proposal of distributing federal funds for use at the discretion of the states. Few can argue that education should not be the responsibility of the individual state. However, certain problems are evident across all states and create the need for a concentrated effort with a national priority for solving problems of concern to all states. Our nation's educational system was built upon the assumption that a free and enlightened electorate could be developed through education. As we have grown as a nation, demands for an enlarged educational system have grown likewise. No longer is a child-centered educational system sufficient to meet the educational needs of each member of society. More and more we are accepting the realization that learning is a continuous lifelong process and that there must be established a comprehensive system that provides for the education of adults. Equality of educational opportunity is a right to which all Americans can aspire.

In the decade of the 1960's, the United States Congress realized that the states and the localities needed additional assistance in financing their school systems. The decade of the 1960's provides an enviable record of federal involvement in education. In the field of elementary and secondary education, Congress was able to discern those areas of special need and took steps to provide funds through a categorical program to meet the needs of disadvantaged children, of handicapped children, of children with

limited English speaking ability, and began to focus attention on the needs of adults who were lacking the competencies of an elementary and secondary education. This federal involvement brought about substantial progress in changing our educational system with respect to the education of children and adults.

Adult education has made great strides in the past ten years. Less than a decade ago, only a handful of colleges and universities offered graduate and undergraduate programs in adult education. Today, they number over one-hundred. In the early 1960's, less than a dozen departments of education had a full-time adult education director. Today, nearly every state and territory has a full-time director of adult education.

In 1965, there were only 37,900 people enrolled in the federally sponsored adult basic education program. In 1971, that number had leaped to 621,000 participants, and today the enrollment in the federal program is over 800,000 adults.

Funds which have been authorized and appropriated for adult basic education have been put to good use in a partnership program between the federal government, state departments of education, and local school districts. The per pupil expenditure on a national average for adult basic education is less than $90.00 for an average of two-hundred adult education instructional hours. The federal adult education program has only scratched the surface of need in spite of the advances made in the past decade.

Mr. Javits reported in the introduction of S.1814 that over 60 million Americans have less than the completion of four years of high school. The National Advisory Council on Adult Education

reports nearly 70 million adults over the age of 16 having less than the competency level of a high school education. Add to those figures the estimated 850,000 your people who drop out of elementary and secondary schools annually, then the task for adult education becomes an even higher national priority.

The needs for adult education, which were identified initially by Congress as categorical in nature, have not diminished today. One of the most ominous trends in our industrial society is the growing gap between those with and those without education. With few exceptions, the educated usually start faster, go faster, and farther. The uneducated usually start slower, go slower, and often drop by the wayside. This gap, serious enough in youth, becomes decisive and tragic by the adult years--personally tragic, because the lack of education usually means an equal lack of job opportunity and community acceptance and socially tragic because of the loss of occupational and civic productivity. In the administration's proposal titled The Better Schools Act of 1973, adult education is folded into the earmarked category of supporting services and materials. In that category are such items as the purchase of school textbooks for children, library resources, education equipment, school lunches for elementary and secondary students, supplementary services and centers, and a host of other discretionary programs. Adult education does not belong in a "catch-all" category and, more specifically, needs to be either a separate item within education revenue sharing or a program which stands alone rather than being attached to educational services for children and youth.

In the proposed Better Schools Act, adult education is obscured, if not lost. The Revenue Sharing Act underfunds adult education and hides one of America's most successful educational programs in a "variety package" category. The witnesses testifying before this committee today endorse the concept of grant consolidation; however, we oppose the Better Schools Act in the form in which it has been proposed.

The professional adult education organizations which represent thousands of adult education practitioners and the National Advisory Council on Adult Education did not have the opportunity of input nor consultation in advance of the submission of the Better Schools Act of 1973. The portion of special education revenue sharing which relates to the education of adults was developed in isolation of the very people it proposed to serve and those who will administer it.

There were other more attractive alternatives available to adult educators in legislation proposed during the early months of the 93rd Congress. Extensions of the Elementary and Secondary Act, including the Adult Education Act without change, were introduced on January 3 in the House by Mr. Perkins (H.R.69) and on April 11 in the Senate by Mr. Pell (S.1539), the Chairman of this Subcommittee. Those of us in adult education support the proposed extension of the Adult Education Act because of the critical need for the continuation of federal categorical aid for adult education. We were further heartened when on May 15 the Adult Education Amendments of 1973 were introduced simultaneously in the House (H.R.7818 and H.R.7819) by Mr. Meeds and 38 other representatives, and in the

Senate (S.1814) by Mr. Javits in concert with others of you on this Subcommittee. The proposed Adult Education Amendments of 1973 are the result of systematic input from adult educators across the country. We are here today to pledge our support for the extension of the Adult Education Act through whatever means this Subcommittee deems best. Because we know that this hearing is scheduled for the purpose of permitting interested persons to testify concerning proposed legislation, these are some suggestions we feel would strengthen S.1814, the Adult Education Amendments of 1973:

For the Subcommittee's Consideration (S.1814)

Sec. 2. Section 303 (j)

The definition of community school programs would include not only public elementary and secondary schools as community centers but should also include facilities of community and junior colleges.

Sec. 4. Section 306 (7)

"...State's allotment for programs of equivalency for a certificate of graduation from a secondary school."

The word "for" after equivalency should be changed to "or." This will permit adult high school completion programs or the equivalency (GED) program. The present language may be interpreted to mean GED only.

Sec. 5. (a) Section 306 (a) (1)

The term "institutionalized" needs defining.

Consider this definition: Institutionalized adults include those who are patients, inmates, residents in penal institutions, reformatories, residential training schools, or hospitals.

Sec. 310 A. (a)

"Any state which receives assistance under this title may establish..."

It is our recommendation that state advisory councils should be a requirement of the law. "May" should be changed by inserting the word "shall" in its place.

We are very much in favor of having state advisory councils on adult education. In fact, as mentioned earlier, we would like to see the language changed from discretionary to mandatory so that we could be assured of developing a nation-wide network of responsive and responsible advisory leadership at the state level. In its present form, the Adult Education Act permits the existence of state advisory councils. However, this has not been one of the notable features of the program because of the difference from state to state in the establishment and use of advisory councils. In some states, the advisory councils are little more than "paper" organizations. In some states, they are nonexistent. In some states, they exist as a positive force in adult education.

At the federal level, we have had a National Advisory Council on Adult Education for the past three years. It has rendered services and provided leadership never before available

to adult educators. Its existence has represented one of the brightest spots in adult education history. We would like to see its success and service replicated at the state level as adult education strives to move from its infancy to a place in which it becomes a recognized part of the mainstream of American education.

Our panel consists of the following members, each of whom wishes to make a brief statement.

Robert Rupert
Ray Ast
Sister Cecilia Linenbrink
Luther Black
Edgar Boone
Edith Hayes
Leonard Hill

Following or during those statements we will be pleased to entertain questions or comments from the members of the Subcommittee, all of whom we wish to thank sincerely for permitting us to be here today in behalf of America's millions of educationally disadvantaged adults.

Mr. RUPERT. I will introduce each speaker. First I will call on Ray Ast, president, Coalition of Adult Education Organizations, Montclair State College.

STATEMENT OF RAY J. AST, JR., PRESIDENT, COALITION OF ADULT EDUCATION ORGANIZATIONS, MONTCLAIR STATE COLLEGE, MONTCLAIR, N.J.

Mr. AST. Senator Pell, Senator Javits, it is a privilege to be here. We have submitted to you a copy of the testimony endorsed by the Coalition of Adult Education Organizations.

It is important to recognize that 16 organizations representing professional adult educators within the United States have met together on June 25 to June 26. The official representatives of those associations have endorsed this testimony being presented for your purposes today.

There was full discussion on all elements of this particular legislation, S. 1814 as well as the suggested changes as brought forth earlier. Their endorsement is official in terms of its submission to you for your consideration.

We should furthermore recommend an awareness, to the Congress, of the effects of the Adult Education Act as it has progressed over the past several years, in spite of its very limited funding.

The Act has been and continues to be a base to provide opportunity for adults to move ahead into alternative educational efforts, to achieve their goals and become more successful participants in our society.

We represent, as a coalition, not only adult basic educators but represent the university adult education groups as well. We represent selected national volunteer organizations who are working with adults seeking to further their education.

The need for Federal effort, to continue in the adult education effort that has taken place within the United States over the past 5 years,

recognizes fully the mobility of our adults, whether they be younger adults or the very mature adults. We should continue to provide to each one an opportunity for alternative educational systems, alternative educational opportunities, so that each one might continue to progress within our society and adopt to the dynamic changes of our society.

The efforts undertaken, to the present time, through the wisdom of the Congress, and the administration in providing categorical aid to initiate adult basic education, and to include high school equivalency, is recognized by each of the professional associations as being a base, a base effort for continuing education for all people.

It was, furthermore, a privilege as president of the Coalition of Adult Education Associations to represent the professional adult educators, at the world conference, in Tokyo, on adult education, as well as at Geneva recently.

It is now becoming much more satisfying to recognize the interest of other nations in the dramatic changes that are taking place in the educational system within the United States, stemming from the adult education efforts for alternative approaches to new learning situations, new learning experiences, for the adult population. Many of these developments are now filtering into the more traditional elementary and secondary programs.

This sharing, not only by the United States but from other nations in the world of their efforts, makes more realistic the need for continued Federal efforts in the area of adult education opportunities for the citizenry of our country.

Thank you very much.

[The prepared statement submitted by Mr. Ast follows:]

TESTIMONY
OF THE
COALITION OF ADULT EDUCATION ORGANIZATIONS
ON
S. 1814

BEFORE THE
SENATE
SUBCOMMITTEE ON EDUCATION

BY: RAY J. AST, JR. - PRESIDENT - CAEO

JUNE 28, 1973

MEMBER ORGANIZATIONS OF THE COALITION OF ADULT EDUCATION ORGANIZATIONS

ADULT EDUCATION ASSOCIATION OF THE USA

ADULT STUDENT PERSONNEL ASSOCIATION

AMERICAN LIBRARY ASSOCIATION

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

ASSOCIATION FOR FIELD SERVICES IN TEACHER EDUCATION

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION

LIBRARY OF CONTINUING EDUCATION AT SYRACUSE

NATIONAL ASSOCIATION OF BLACK ADULT EDUCATORS

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION

NATIONAL COUNCIL OF CHURCHES

NATIONAL COUNCIL ON COMMUNITY SERVICES FOR COMMUNITY AND JUNIOR COLLEGES

NATIONAL EDUCATION ASSOCIATION

NATIONAL HOME STUDY COUNCIL

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

97-457 O - 73 - pt. 2 - 5

Honorable Chairman Pell, Honorable members of the Senate's Subcommittee on Education... it is a professional as well as personal privilege to be invited to appear before this Subcommittee to share with you the acknowledged interest, and desire, of the Coalition of Adult Education Organizations to express the fullest of support, and a reinforcement to the positions presented, in recommending not merely passage of S. 1814 but adoption of such legislation as will expand more fully opportunities for the broadest range of educational programs for adults. National programs of continuing education, providing opportunity for life-long learning, must be made available, and accessible, to all without economic, social, ethnic, sex or age barriers.

Our nation's Coalition of Adult Education Organizations is representative of the fifteen largest and most significant national professional associations of adult educators. A primary purpose of the Coalition, as set forth in its Constitution, is "to identify and focus on major issues in adult education." The need for passage and implementation of the Adult Education Amendments of 1973, S. 1814 (and the House of Representatives companion bill, HR. 7818 and HR. 7819) is a "major issue."

It is a privilege, as the current President of the Coalition of Adult Education Organizations, to report to you, the members of the Senate's Subcommittee on Education, that following a full review and thorough discussion of the Adult

Education Amendments of 1973, including the substantive information set forth in the prepared testimony presented by my fellow witnesses today, the Board of Directors for the Coalition (comprising the official representation of each member organization), at its Board meeting on June 25-26, 1973, voted to endorse and support, this bill, and to urge this Senate Committee and the United States Congress to consider favorably these Adult Education Amendments of 1973. The Coalition further urges that favorable legislative consideration be given to provide for the widest range of national programs of continuing education which will realistically implement lifelong learning opportunity for all of our people.

The importance of the Adult Education Amendments of 1973 cannot and ought not to be underestimated. Passage of the initial Adult Education Act provisions is testimony to the awareness and concern by Congress for the need of educational opportunity for adults to attain these skills and knowledges needed to participate more fully in our ever-increasing dynamic, technological, and complex economic, social and political society. Mobility of adults, young and mature, is no longer limited within a single state or region of the country. It is nationwide, and is continuous. Continuing education opportunity must be assured, by the Federal Government, to every person, at any age level, no matter where he resides or works. Only you at the Congressional and at the Administrative level of our nation can provide the assurances of this opportunity to all of the people.

The Coalition recognizes that this bill primarily focuses upon serving the needs of those adults having less than a high school education. It is an important, and significant, step in the direction of expanding a national commitment to provide for lifelong learning opportunity to all.

The interrelationship of this legislative effort with the opening up and extension of alternative learning opportunities for adults at the local, state, regional and national levels, in business and industry, labor unions, colleges and universities, libraries, home study programs, vocational training centers, community colleges, and public service personnel training units can assuredly become more effective. People at all ages wish to know more, desire to learn, and are demanding to participate more effectively in society. The individual, in our Country, requires the opportunity to attain, without age, sex, ethnic, economic, or social barriers, those skills and knowledges which will serve as a base for assuring all people alternative paths in the pursuit of his or her educational goal to be a fully functioning member of the American Society.

The Coalition, furthermore, urges that favorable consideration be made by Congress to assure that all federal level program efforts providing for the education of adults be fully funded.

Thank you for the privilege in presenting this Testimony to you.

Senator PELL. Sister Cecilia.

Mr. RUPERT. Next we have Sister Cecilia Linenbrink, program director, adult education tutorial program of Denver, Colo.

STATEMENT OF SISTER CECILIA LINENBRINK, PH. D., PROGRAM DIRECTOR, ADULT EDUCATION TUTORIAL PROGRAM, DENVER, COLO.

Sister CECILIA. Senator Pell, Senator Javits, it is on behalf of the adult educational tutorial program that I thank you for the opportunity this morning to speak to the needs of adult education. I speak as an adult educator from Denver, Colo. from a program which serves close to 600 adults annually, 65 percent of Mexican-Americans, 20 percent black, and the remainder Indian, Oriental, and Anglo.

We find a variety of needs here with English as a second language, preparation for high school equivalency diploma, the acquisition of basic skills for adult basic education and reading for total nonreaders.

This is all intended to prepare adults to cope with our complex society as we know it today. We find adults today need marketable skills, problem solving techniques, communication know-how and proficiency in articulating their goals and needs, and not ours.

Parents without education cannot assist their children, so the cycle of poverty is generated and continued.

The need for education is well documented by statistical evidence linking lack of education to unemployment, to the incidence of crime, to the dropout rate and, oddly enough, to the suicide among not the flag-waving type of Mexican-American Indians but among the quiet who are dispondent because they cannot make ends meet on $2.50 an hour.

We see migrant workers forced from the fields into the cities at the rate of 500,000 jobs annually. A study of 400 families carries supportive evidence that 53 percent of the male household heads have no formal education. These families are coming to us for education.

There is also misinformation concerning health. In a current study of which you have a copy conducted by the University of Denver and the regional office of HEW, a high statistical relationship is found between infant mortality and lower educational achievements.

We find too that education is an essential element in which we call quality of life, interpreted in the economic prosperity, positive self-concept, and reduced dependency on welfare.

Adult basic educational time is really running out. The average adult who comes to us is 34 years of age and has four dependents. When the person comes to us, he means he needs it now. I believe this same urgency is felt in every State.

The year 1976 marks this country's 200th anniversary of freedom, but when 26 million people are living below the poverty level, who cannot afford an adequate diet because they do not have adequate jobs, this Nation is not free.

Adult education can substantially alter these circumstances.

I sincerely hope you will make this priority a reality.

[The prepared statement submitted by Sister Linenbrink with attachments follows:]

TESTIMONY

OF

SISTER CECILIA LINENBRINK, PH.D.

ON

PENDING ADULT EDUCATION LEGISLATION

BEFORE

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE

JUNE 28, 1973

Mr [illegible]an, Members of the Senate Sub-Committee on Labor a[illegible]blic Welfare, on behalf of the ADULT EDUCATION TUTORIAL PROGRAM I thank you for this time in which to speak to the critical issue of the Adult Education Amendments of 1973.

Our nine years experience with multi-ethnic people from the poverty sectors of Denver's inner-city have clearly demonstrated the desire of adults to achieve saleable skills which will equip them to cope with society today. Job requirements, family responsibiliites, civic concerns, child development -- we find all of these requiring education which adult educators must accept as their responsibility.

It has been our experience that an adult's present and future success depends, to a great extent, upon his ability to articulate, compute, and solve problems. That is, on his ability to use the language, to reason, and to assert himself. It further depends on his ability to analyze, evaluate, and in some cases, alter his family, community, civic and vocational relationships. While some inner-city-adult learners have haphazardly accumulated some competence in all these, it can be safely stated that they have mastered very few of them. Experience has taught them to adjust but not always to evaluate their adjustments objectively or to understand that to which they are adjusting. Therefore, viable adult education programs must provide the skills required to solve genuine life problems.

As a result of the highly technical society we have created, education is nearly a prerequisite for survival. To illustrate this point, all a middle-class married man has to do is go grocery shopping alone and he will quickly discover that his wife has to be a mathematical whiz to prepare the meals she does with the budget she has. A man on the job has to possess the confidence to make decisions, meet deadlines, perceive possible problems and display psychology in dealing with the foreman. For the adult who has not completed the eighth grade or who has dropped out of high school and cannot produce a diploma, there is little hope for success in these areas. For, too often, a man who has never had the opportunity to develop his inherent cognitive skills, finds himself an under-educated, unemployed individual existing at state expense.

Because of the lack of financial security and the inability to cope with this problem, a compatibility gap exists between the parents and their children. The parent is unable to provide a better education or communicate the skills necessary to break out of the cycle of poverty. In this setting, people become despondent and resigned to their fate. To these adults (and their children, too) there is no recourse. Jobs are unobtainable. The government is out of reach. Urban society is feared or mistrusted.

The Adult Education Tutorial Program took this situation seriously, and called for volunteer tutors to develop a program for adults. Over 100 such volunteers offer their skills annually to tutor 600 adults of whom 65% are Mexican-American, 20% Black and the rest Indian, Oriental or Anglo.

Breaking out of the traditional classroom mold, the tutors create a warm learning atmosphere by working in small groups -- a setting which respects an adult's need to achieve his goals at his own pace.

The need for adult education continues to be recognized by the Denver community which supports four-fifths of the $75,000.00 budget for our non-profit program. It also cooperates to bring forth a cohesive attack on the educational lag through such groups as the Chamber of Commerce, SER (Operation Service Employment Redevelopment), OIC (Opportunities Industrialization Center), State Rehabilitation Center, the Indian Center, Welfare Department, Model Cities Program, and others. Colleges and universities, poignantly aware of the frustration and anxiety experienced by ill-equipped adults entering college, continue to lend their expertise in designing a viable adult education program.

The need for adult education is also demonstrated by available statistical evidence linking lack of education with uemployment, lower income levels, high incidences of crime, and the drop-out rate. A not so obvious area of correlation exists between under-education and the high rate of suicide among quiet Mexican-Americans and Indians whose only wish is to succeed in life. But insufficient income prevents them from earning enough to support their families. Despondent over this fact, many take their lives.

Coupled with these concerns are those of the migrant farm workers whose jobs are being drastically cut by mechanization thereby forcing them into the urban scene

where they can receive services not available in the rural communities. Of 400 families surveyed in 1972 by the Colorado Migrant Council, 53.5% of the household heads had no formal education. How can these same adults obtain work or assist their children in school?

Without education, the scope of job opportunities and performance on the job become considerably limited. In our program we observe a number of Mexican-Americans, Blacks, and Indians who are skillful in auto mechanics, carpentry, etc., but who cannot read work orders or manuals, fill out applications, or attend work training sessions where reading is called for. Many jobs require the ability to communicate clearly using written or spoken words and to demonstrate competency in the basic number processes. Many adults cannot figure correct change from a purchase, let alone determine and compare interest rates on prospective loans.

We find these same adults extremely cautious so as not to jeopardize the job they may currently have - no matter how low the salary.

Our adult students also have many questions and much misinformation about basic health. In a current study being conducted jointly by the University of Denver and the Regional Office of HEW, there is accumulating evidence to support the need for basic education. For example, in Colorado, a high statistical relationship has been found between infant mortality and lowered educational levels. Unable to read prescriptions or health charts and related information, or to locate community resources, they cannot take the necessary steps required

to overcome or prevent sickness. I recall a student, Leo Lopez who, having injured his back, went to a local hospital for treatment. He was given medication which he was to take four times daily. But, unable to read the prescription, he thought he was to take the medicine when he was in pain. Since he experienced constant pain, he took it on the hour with the result that he became extremely "high".

Over and above the needs cited, evidence shows convincingly that the educational level is an essential element in what can be termed "Quality of Life" -- economic prosperity, positive self-concept, reduced dependency on welfare, cohesiveness of family life, as well as an end to hunger.

Adult basic educational time is running out. The average adult learner is 34 years old and has a minimum of four dependents. This person knows he is not going to have too many more chances to compete with younger men for jobs. Security is now a very real need to him. The dilemma arises on the other side of the time factor. This student because of his poverty situation has less leisure time, hence less time to come to school, less time to study, less time for depth. When Joe Chavez says he needs the G.E.D to advance in the plumbing field, he means now. So it is with Lester Winn who must learn to read a boiler manual -- now. The urgency of time must be the concern of every State whether it be Mississippi, New York, Texas, California, Massachusetts, or any other.

In 1976 our nation will observe its 200th anniversary of independence and freedom. But a nation is only as free as the people within that nation. When 26 million Americans are still living at or below the poverty level and cannot afford an adequate diet, this nation is not free. This hunger and poverty will be substantially reduced when job related skills are learned through adult basic education, a possibility only when education becomes a priority for this nation. It can become such when passage of the Adult Education Amendments of 1973 (S. 1814) becomes a reality. I sincerely urge you to grant this bill that priority.

ADDENDUM

to Testimony of Sister Cecilia Linenbrink, Ph.D.

For further information, three documents are available:

1. Potential Population for G.E.D. Preparation and/or Testing - Census 1970.

2. Summary of Current Economic Facts and Labor Force Data, U.S. Department of Labor.

3. Socio-Economic Data Rank Ordered by Colorado by Center for Social Research and Development, University of Denver, Denver, CO.

Colorado
Potential Population for GED Prep and/or Testing - Census 1970

(Please note categories given)

Categories:

(I) Males 20 - 49 years old; less than high school

(II) Females 15 - 44 years old; less than high school

(III) Males 20-49 years old; one to three years of high school

(IV) Females 15 - 44 years old; one to three years of high school

County Name	(I)	(II)	(III)	(IV)
Adams	3,593	3,560	7,098	12,502
Alamosa	176	178	208	629
Arapahoe	1,481	1,627	3,216	8,899
Archuleta	121	103	57	187
Baca	139	119	193	348
Bent	299	117	227	365
Boulder	1,241	1,249	2,000	5,302
Chaffee	180	203	496	569
Cheyenne	66	28	55	127
Clear Creek	62	88	235	267
Conejos	293	275	144	514
Costilla	110	88	47	228
Crowley	122	102	52	155
Custer	16	13	23	82
Delta	257	222	362	800
Denver	8,920	8,598	14,853	28,525
Delores	27	34	72	171
Douglas	85	119	169	444
Eagle	209	160	339	564
Elbert	86	80	61	223
El Paso	3,211	3,211	7,657	12,638
Fremont	674	375	1,225	975
Garfield	254	143	446	878
Gilpin	18	19	28	50
Grand	78	62	154	269
Gunnison	96	88	63	289
Hinsdale	-0-	-0-	6	13
Huerfano	204	109	99	403
Jackson	38	63	57	106
Jefferson	2,340	2,398	5,281	12,032

Potential Population for GED Prep and/or Testing - Census 1970

Continued

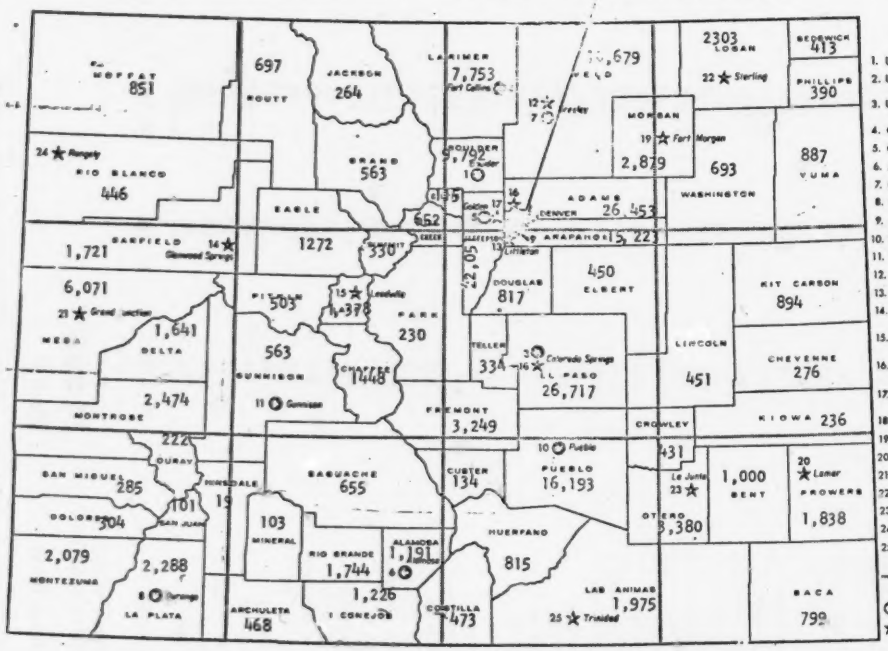
County Name	(I)	(II)	(III)	(IV)
Kiowa	50	15	57	114
Kit Carson	189	140	176	389
Lake	209	178	406	585
La Plata	327	390	474	1,097
Larimer	1,066	1,096	1,616	3,975
Las Animas	404	353	335	883
Lincoln	61	24	90	276
Logan	391	455	458	999
Mesa	764	911	1,265	3,131
Mineral	14	10	40	39
Moffat	138	112	194	407
Montezuma	401	357	397	924
Montrose	380	443	544	1,107
Morgan	510	447	606	1,316
Otero	775	789	558	1,258
Ouray	47	30	52	93
Park	32	35	64	99
Phillips	54	67	68	201
Pitkin	29	74	1[illegible]	243
Prowers	326	305	333	874
Pueblo	3,062	2,896	3,207	7,028
Rio Blanco	55	68	70	253
Rio Grande	388	344	277	735
Routt	105	74	121	397
Saguache	140	235	118	162
San Juan	28	21	20	32
San Miguel	67	55	51	112
Sedgwick	78	79	76	180
Summit	58	54	75	143
Teller	31	40	110	153
Washington	143	97	127	326
Weld	2,202	1,967	2,118	4,392
Yuma	154	90	158	485
Totals	37,07[illegible]	35,828	59,340	120,832
Total Males	96,414			
Total Females	156,660			
Grand Total	253,074			

Percent of Population: (Almost 9% for the groups listed)

Potential population for GED Prep and/or Testing
Population figures are based on the 1970 Census, ages 16 - 49

Denver 60,896

PUBLIC COLLEGES AND UNIVERSITIES IN COLORADO



1. University of Colorado
2. University of Colorado, Denver Center
3. University of Colorado, Colorado Springs Center
4. Colorado State University
5. Colorado School of Mines
6. Adams State College
7. Colorado State College
8. Fort Lewis College
9. Metropolitan State College
10. Southern Colorado State College
11. Western State College
12. Aims College
13. Arapahoe Junior College
14. Colorado Mountain College, Glenwood Springs
15. Colorado Mountain College, Leadville
16. Community College of Denver, North
17. Community College of Denver, West
18. El Paso Community College
19. Ft. Morgan Junior College
20. Lamar Community College
21. Mesa College
22. Northeastern Junior College
23. Otero Junior College
24. Rangely College
25. Trinidad State Junior College

——— Division of State into ±100 mile squares
○ Four-year colleges and universities
★ Community junior colleges

Prepared by State Division of Public Works
October 1969

From: Summary of Current Economic Facts and Labor Force Data
U.S. Department of Labor

YOUNG WORKERS

YOUNG WORKERS

–In 1971, there were 7.8 million teenagers (16-19) in the total labor force.
–The teenage unemployment rate in 1971 was 16.9% (2.9 times the national average rate).
–The teenage unemployment rate for Negro and other races was 31.7. Up 2.6 from 1970.
–The white teenage unemployment rate was 15.1. Up 1.6 from 1970.
–3.8 to 4.2 million young people will reach 18 annually from 1971-80.
–Young workers under 25 will account for 19% of the increase in the labor force from 1971-80.

WORTH OF EDUCATION

YOUR EDUCATION IS WORTH (average lifetime income (earnings) based on the latest data available, males age 18 to death)

$607,921 - 4 years or more college
424,280 - 1 - 3 years college
371,094 - 4 years high school
308,305 - 1 - 3 years high school
276,755 - 8 years elementary school
213,505 - less than 8 years elementary

Elementary-High School Differential

Elementary School Graduate	High School Graduate	Percent Difference
$276,755	$371,094	34%

High School-College Differential

High School Graduate	College Graduate	Percent Difference
$371,094	$607,921	64%

The proportion of better educated workers in the labor force continues to grow as young people stay in school longer and more workers pursue college educations. In 1952, less than half of the workers 18 to 64 had completed 4 years of high school or more. By 1980, nearly three-fourths of the workers 18 to 64 are expected to have completed that much schooling, and nearly one out of six workers will be college graduates.

Civilian labor force, 18 to 64 years old, both sexes by years of school completed, selected years, 1952-1970 and projected 1980

	Oct. 1952	March 1959	March 1970	1980
Total				
Number (thousands)	56,968	61,755	75,650	91,483
Percent	100.0	100.0	100.0	100.0
Elementary				
8 years or less	36.4	28.9	16.2	9.4
High School				
1-3 years	19.1	20.2	17.4	16.5
4 years	27.8	31.7	39.9	44.0
College				
1-3 years	8.5	9.4	13.6	14.6
4 years or more	8.1	9.7	12.9	15.4

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SOCIOECONOMIC DATA
RANK ORDERED FOR COLORADO

Center for
Social Research
and Development

UNIVERSITY OF DENVER

SOCIOECONOMIC DATA
RANK ORDERED FOR COLORADO

Prepared for the office of:

Rulon H. Garfield, Ph.D.
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by

CENTER FOR SOCIAL
RESEARCH AND DEVELOPMENT

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CENTER FOR SOCIAL RESEARCH AND DEVELOPMENT
UNIVERSITY OF DENVER

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FOREWORD

This publication, "Socioeconomic Data Rank Ordered for Colorado," focuses on one aspect of a current problem in the area of human services programs, namely the development of an objective, quantitative method to assess service needs of particular populations and sub-populations, and in particular, one which encourages comparative analysis of the various needs. The data contained in this publication are the preliminary results of a study to develop statistical indices in support of social planning in Region VIII. This study is being conducted by the Center for Social Research and Development of the University of Denver for the Region VIII office of the Department of Health, Education, and Welfare. Ultimately, the study will make available a data base for all the states in Region VIII—North Dakota, South Dakota, Montana, Wyoming, Utah, and Colorado.

The project uses Colorado as a prototype to design a method to compile health, education, welfare, economic, and demographic data in such a way as to allow specification of relationships among these data elements. For instance, when completed, it will be possible to assess the relationships, if any, between infant mortality and educational attainment, infant mortality and ethnic makeup of the community, and so on. Hopefully, this ability to isolate meaningful relationships will eventually provide a reliable method of developing a "profile of social needs" for particular populations.

However, because of the urgency for concrete data, not only for planning and program purposes but also to address federal requirements for an objective method of establishing program priorities, this preliminary report is being released. This publication, through a rank ordering of all Colorado counties on 189 variables, provides information useful for establishing problem rankings from which formal priorities can be developed. Rather than refining or eliminating any of the 189 variables at this early stage in the project, all of the 1970 data is presented with the hope that specific variables can be extracted according to program needs.

During the course of this project it has become evident that the information problem in the field of human services is not solely or primarily a lack of data but rather the absence of any meaningful organization and interpretation of the available data. Moreover, most human service agencies collect data for their own needs with little attempt to provide and/or collect data which is also useful for the total human service system. Increasing recognition of the interrelatedness of human problems and needs requires that these deficiencies be overcome. We sincerely hope that this publication will stimulate further collaborative efforts in attempting to remedy these problems.

Dr. Allen Hodges
Assistant Regional Director
Planning and Evaluation
Region VIII, DHEW

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Parker Oborn, Project Director, has had the principal responsibility for the design and conduct of this study including the collection of the data as well as the preparation of this preliminary report of rank ordered data for Colorado.

Louise Conner, Sam Giles, Gretchen Hellar and Janet Morton have devoted innumerable hours to the many phases required for the preparation of this report, from data collation to writing and critically analyzing the preliminary drafts. Marty Caldwell of the University of Denver Computing Center also deserves recognition for her part in the data processing.

Appreciation is also expressed to all those state agency personnel who provided the original data so essential to the conduct of the study and the development of the Social Indicators Project. Special recognition should also be given to Dr. Allen Hodges, Assistant Regional Director for Planning and Evaluation, Region VIII, DHEW whose initiative launched the Social Indicators Project and Mr. George Rold, Technical Assistance Officer, DHEW, who has served as Project Officer throughout the project's developmental phase.

Edward C. Baumheier, Ph.D.
Acting Director
Center for Social Research
and Development

INTRODUCTION

This report of socioeconomic data rank ordered for Colorado is part of a comprehensive Social Indicators Project undertaken by the Center for Social Research and Development, University of Denver, and funded by grant number 12-P-5587/8-01, Department of Health, Education, and Welfare. The objective of the overall project is to compile and examine existing, readily available social, economic, health, demographic, and related data for the six states in DHEW Region VIII and to determine what, if any, significant relationships exist among the variables. The present report presents only the data for the State of Colorado, which has served as a pilot for the other states in the region.

This report provides a rank ordering of the 63 Colorado counties on 189 variables and represents the first of several planned publications based on the Social Indicators Project data. In developing this rank ordering, only data already existing or collected by state and federal agencies were used. However, rigid criteria for inclusion were developed and only 189 variables out of the more than 750 analyzed were chosen. It is hoped that the rank ordering of these data may prove of some immediate use to local planners, administrators, and state officials in Colorado. This project, then, is an attempt to increase the utilization, and consequently the value, of data already available.

This preliminary manipulation of the data, rank ordering, does not address the question of the relationships among the variables. It does, however, provide some indication of how each particular county compares with every other county on each variable. It is our hope that this report as well as the comprehensive Social Indicators Project will encourage further research and experimentation in this field. Underutilization of social data constitutes wasted manpower and resources, and this report indicates, we hope, that increased utilization is possible with only a moderate amount of additional investment.

USES OF THE REPORT

Although the rank ordering of the counties does not, in and of itself, establish service or need priorities, it does provide valuable information from which formal priorities can be developed. This report organizes disparate bits of data and provides an elementary means of comparing Colorado counties. The most immediate uses of the data presented in this report are as follows.

I. *Provides a comparative description of each Colorado county on 189 variables.* Because the data on which the rank ordering was based were chosen for their universality and reliability, each county's rank is formulated from the same data base. For example, County A ranks third in the percentage unemployed, 35th in the percentage of its population with incomes below poverty level, 62nd in adjusted gross income, and 63rd in the percentage of families on welfare. County B, on the other hand, ranks second in the percentage of its population unemployed, 32.5th in the percentage of its population with incomes below poverty level, 49th in adjusted gross income, yet ranks higher than County A in the percentage of its families on welfare (sixth). The unemployment variable as well as the other dimensions are defined in the same way for both counties and, thus can legitimately can be compared.

II. *Aids in providing a basis upon which program funds can be allocated in relation to need.* Suppose a health organization wanted to establish an emergency health care facility for the aged and wanted to locate the center in an area of extreme need. Several variables might be considered: (1) percentage of population 65 years or older, (2) death rate from heart disease, (3) death rate from cancer, (4) death rate from arteriosclerosis, and (5) persons per M.D. The rank orders for the four counties with the highest percentage of its population over 65 on the above variables are as follows:

		Rank Order On:			
County	Percent 65+	Death Rate (Heart Disease)	Death Rate (Cancer)	Death Rate (Arterio.)	Persons per M.D.
A	1.0	9.0	14.0	45.0	25.0
B	2.5	9.0	35.5	45.0	13.0
C	2.5	18.5	14.0	10.0	33.0
D	4.0	2.0	2.5	3.0	5.0

Thus, upon inspection of the chart, it becomes obvious that County D has the highest death rates from the selected diseases as well as the highest number of people per M.D. of the four counties. This procedure, of course, depends upon which variable is selected as the starting point. An agency interested primarily in heart disease might first list the five counties with the highest death rate from heart disease and then compare the ranks on other selected variables.

III. *Aids in assessing whether funds are properly allocated.* Although other factors are involved, the ranks of each county on total administrative expenditures per capita for welfare and

percent of population on welfare should be similar. The counties in Region X have the following ranks.

	Rank Order	
County	Tot. Ad. Ex./Per Capita	Percent of Pop. on Welfare
A	44.0	32.5
B	1.0	19.0
C	23.0	18.0
D	8.0	3.0
E	49.0	53.0
F	4.0	4.0
G	11.0	13.5

The discrepencies between the ranks in County B and County D indicate areas where more comprehensive questions and analyses should be considered.

IV. *Provides some elementary base rate data for evaluation purposes.* If, for instance, a program were designed to reduce dropout rates for counties ranked high on the percentage of dropouts, an indication of the impact of the program could be obtained by looking at any appreciable change in the ranking. This approach is valuable because it deals with comparative figures rather than isolated county rates. Of course, this use of the data requires that a series of measures be collected over time.

V. *Encourages a comprehensive approach to social planning.* Until this project was undertaken, county data was reported in many various sources. This report compiles and organizes this data into a single source. Thus, the time and effort involved in gathering the data has been reduced. A planner or administrator in the area of education can with little additional effort look at economic, welfare, health, ethnic, and demographic data he feels is pertinent to his problem. For instance, an educational administrator concerned with his county's rank on the variable of dropout rate can also look at his county's rank on percent of population under 18, population density, percentage urban population, various income dimensions, unemployment rate, percentage of minority population, percentage Black and Spanish surname teachers, and so on. Thus, he is able to get a comprehensive picture against which dropout rates can be assessed.

VI. *Encourages a comparative approach to social planning.* A single problem, for instance dropout rates, often has a different cluster of problems behind it depending on the context of the situation. For example, County A and County B rank first and second in Dropout Rate based on Secondary Enrollment respectively. However, when other ranks are compared it becomes obvious that each county faces very different problems and that programs designed to reduce the dropout rates should be based on different premises.

	Rank Order On:					
County	Dropout Rate	Percent of Pop. Minority	Percent of Urban Pop.	Percent Unemployed	Gross Income	Percent on Welfare
A	1.0	3 .0	47.5	56.5	11.0	57.0
B	2.0	1.0	1.0	39.5	6.0	21.0

Thus, taken alone, rank ordering provides some valuable information. However, it becomes even more valuable when it is seen as but a part of the information system. It gives no indication of the absolute difference between counties nor do isolated ranks have any independent meaning. It does encourage further analysis of why a particular county might rank at a certain level, and it does provide a beginning for a comprehensive analysis of a particular county or problem. It is the potential questions generated upon inspecting the following rank order tables which will have the greatest impact on planning, program operation, and evaluation.

DEFINITIONS OF TERMS

Rank Order

The numbers assigned to each county on each variable indicate rank order and nothing more. They do not indicate absolute quantities nor do they indicate that the intervals between the numbers are equal. Thus, the absolute difference in death rate from heart disease between counties ranked first and third and between counties ranked 51st and 53rd is not necessarily (and in fact is unlikely to be) equal. All that can be said is that the county ranked first has a higher death rate from heart disease than the county ranked third, and so on. Thus, it is *not* possible to add the ranks of counties in each region in order to obtain a composite rank. Ranking first on a particular dimension must be interpreted in relation to the variable definition. For example, ranking first on the percentage of people with incomes over $10,000 has a different connotation than ranking first on the percentage of people with incomes below poverty level.

It is possible that the absolute value on a variable may be the same for several counties. If this occurred, the midrank procedure was used. For example, if two counties tied for fourth rank on the basis of population, they were both assigned the rank of 4.5 rather than arbitrarily assigning four to one and five to the other. When several ties occur, a rank order may look like this: 1, 2, 3, 4, 6.5, 6.5, 6.5, 6.5, 9, 10.

Because population size varies among the counties, it was necessary to base the ranking on comparative figures. With the exception of population in the counties, therefore, the rankings are based on rates, such as number per capita, per 1,000 population, and so on as defined in Table A.

Mean

The mean or average is calculated by dividing the sum of all the values of a variable by the number of cases. For instance, the mean of the values 1, 3, 20, 40, 100 is 33.

Median

The median is that value which has as many cases above it as there are below it. Using the above example, the median of 1, 3, 20, 40, and 100 is 20.

Skewness

A figure (or distribution of values) is said to be symmetrical (or normal) if, when it is cut through the center, its right half is the mirror image of its left half. Departure from symmetry is called skewness, and the direction of skewness indicates on which side there are more extreme values. The mean and the median are included in this report so that the user can get some idea of the distribution of the counties on the variables. For example, the largest county has a population of over 514,000 (ranked first) while the smallest county has a population of 202 (ranked 63rd). When the population of all the counties is added and divided by the number of counties a *mean* of 35,000 population per county is found. This mean is, of course, affected by the disproportionate size of Denver County and not much useful information is given by this figure. However, the median county (i.e. half the counties are larger and half are smaller) has a population of 7500. Taken in combination, the counties can be said to be concentrated on the lower end of the population scale and the mean population figure is affected by a few populous counties. Thus, when the mean and median differ to a large extent, the median is the most informative figure.

Measure of Skewness

In order to obtain an indication of whether the mean or the median is the appropriate or most meaningful figure, a measure of skewness is presented. If the county rates are clustered on the left side of the mean, the measure of skewness (g1) is a positive number. On the other hand, if the counties are clustered on the right of the mean, g1 is negative. The further g1 is from zero, the more skewed the distribution and the more appropriate the median rather than the mean value.

LIMITATIONS OF THE DATA

Reliability

Reliability deals with the stability, accuracy, dependability, and consistency of the measure. The procedures involved in gathering the raw data must be precise enough to insure that all individuals using the procedures will achieve the same results on the same sample if a particular measure is to have a high degree of reliability. For instance, the percentage of the employed population who hold white collar jobs is used in this project; the reliability of the measure is affected by the precision or lack of ambiguity with which white collar jobs are defined. Because reliability was a major condition which data had to meet in order to be included, the user of this report can be relatively certain that the included data are the most reliable available.

Validity

The problem of validity is concerned with the extent to which we are measuring what we intend to measure. For instance, rates for various diseases are valid only in so far as the laboratory tests or interpretations of symptoms are sufficient to identify certain diseases and to distinguish that disease from other similar diseases. If the tests and interpretations do not absolutely identify a disease then the disease rates are to some extent invalid. With social data, there are even greater difficulties in defining a phenomenon so that its incidence can be accurately enumerated. Usually, an operational definition involves a more or less arbitrary division, for example, the amount of income designated as the poverty level. Persons with an income of ten dollars more than this amount are equally as poor, but are not counted as being in poverty. However, such divisions are necessary in order for phenomena to be measured, and the authors of this report have included only those variables which are commonly thought to have reasonably valid operational definitions.

There is a further problem of validity which arises in the interpretation of data. This problem is whether or not the variable accurately represents the more abstract concept it is supposed to measure. For example, "income" is not necessarily congruent with the amount a family has to live on, for it may have additional financial resources, such as savings or investments, or large debts, such as medical or tuition expenses. Similar considerations apply to most social indicators, and must be recognized both in the analysis of data and in their use for planning purposes.

INTRODUCTION TO THE TABLES

Preceding the tables are a map and list of the counties constituting the Planning Regions of Colorado as designated by the Colorado State Planning Office.

Table A consists of the variable number, the full name of the variable, the source from which it was derived, and, where appropriate, a brief statement clarifying the variable.

Table B (column one) consists of the listing of variables, specifying the categories into which they were placed: demographic, economic, health, education, welfare, and ethnic. The second column of this Table contains the variable symbol which appears on the computer printout (Table C). The third column is a rank for the State and is computed from the actual county rates. The fourth column shows the mean while the fifth shows the median value. The sixth column is the measure of skewness, which is marked with an asterisk if it is statistically significant.

Table C is the actual rank-ordering of the counties on the 189 variables. As in Table B, the variables are reported by category. In addition, in order to assist in the utilization of the data for regional planning within Colorado, the counties are grouped by planning regions.

PLANNING REGIONS OF COLORADO

Region 1
- Logan
- Morgan
- Phillips
- Sedgwick
- Washington
- Yuma

Region 2
- Larimer
- Weld

Region 3
- Adams
- Arapahoe
- Boulder
- Clear Creek
- Denver
- Douglas
- Gilpin
- Jefferson

Region 4
- El Paso
- Park
- Teller

Region 5
- Cheyenne
- Elbert
- Kit Carson
- Lincoln

Region 6
- Baca
- Bent
- Crowley
- Kiowa
- Otero
- Prowers

Region 7
- Chaffee
- Custer
- Fremont
- Huerfano
- Lake
- Las Animas
- Pueblo

Region 8
- Alamosa
- Conejos
- Costilla
- Mineral
- Rio Grande
- Saguache

Region 9
- Archuleta
- Dolores
- La Plata
- Montezuma
- San Juan

Region 10
- Delta
- Gunnison
- Hinsdale
- Montrose
- Ouray
- San Miguel

Region 11
- Eagle
- Garfield
- Mesa
- Pitkin
- Summit

Region 12
- Grand
- Jackson
- Moffat
- Rio Blanco
- Routt

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Planning Regions

COLORADO STATE PLANNING OFFICE

TABLE A
TITLE AND DESCRIPTION OF VARIABLES

Number of Variable	Name of Variable	Source	Description
1	# of Population	1970 Census	
2	Pop. by Age (% under 5 years)	1970 Census	
3	Pop. by Age (% under 18 years)	1970 Census	
4	Pop. by Age (% 18-64 years)	1970 Census	
5	Pop. by Age (%65 and over)	1970 Census	
6	Median Age 1970	Colo. Dept. of Health	Median age for the total pop. is 26.2 yrs. of age.
7	% Pop. Negro and other races	1970 Census	
8	Fertility Ratio	1970 Census	Children under 5 per 1000 women 15-49 years.
9	% Urban Pop.	1970 Census	Applies to less than half the counties.
10	Rate of Marriages	Colo. Dept. of Health	Per 1,000 population.
11	Rate of Divorces	Colo. Dept. of Health	Per 1,000 population.
12	Average Growing Season	1971 Colo. Marketing Man.	Number of days data unavailable for Teller County.
13	Annual Mean Temperature	1971 Colo. Marketing Man.	Data unavailable for Teller County.
14	Average Annual Rainfall	1971 Colo. Marketing Man.	Data unavailable for Teller County.
15	Average Annual Snowfall	1971 Colo. Marketing Man.	Data unavailable for Teller County.
16	Land Area in Sq. Miles	1970 Census	
17	Pop. Per Sq. Mile	1970 Census	
18	Persons Per Household	1970 Census	

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
19	White Persons in Household	1970 Census	
20	% Housing Units Lacking Plumbing Facilities	1970 Census of Housing	Percent based on yr. round housing.
21	% Housing Units With 1.01 or More Persons Per Room	1970 Census of Housing	Percent based on yr. round housing.
22	% Rural Nonfarm Population	1970 Census	Data apply to 62 counties.
23	% Rural Farm Population	1970 Census	Data apply to 61 counties.
24	Persons 5 yrs. and over– % Migrant	1970 Census	Migrant defined as living in different county five years prior to census.
25	Married Couples, % Without Own Household	1970 Census	Data apply to 47 counties.
26	Families, % With Own Children Under 6 Years	1970 Census	
27	Persons Under 18, % Living With Both Parents	1970 Census	
28	Residence in 1965, % Living in Same House	1970 Census	% of total pop., 5 yrs. and over living in same house in 1970 as in 1965.
29	Residence in 1965, % Living in Different House, Same Co.	1970 Census	% of total pop., 5 yrs. and over.
30	Residence in 1965, % Living in Dif. House, Dif. State	1970 Census	% of total pop. 5 yrs. and over.
31	Civilian Males 16 and Over, % Veteran	1970 Census	
32	Families, % With Own Children Under 18	1970 Census	
33	Total County Evaluations	Colo. Tax Commission	
34	% Private Land Ownership	Colo. Marketing Man.	Private land as opposed to public.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
35	% Income Under $2,999	Colo. Marketing Man.	Family income.
36	% Income Over $10,000	Colo. Marketing Man.	Family income.
37	Average Adjusted Gross Income	Colo. Dept. of Revenue	For individuals.
38	% Unemployed	Colo. Dept. of Labor & Empl.	Annual average based on civilian work force.
39	Occupied Housing Units, Median # of Rooms	1970 Census	
40	Owner Occupied Housing Units, Median Value (In Dollars)	1970 Census	
41	Renter Occupied Housing Units, Median Contract Rent (In Dollars)	1970 Census	
42	Motor Vehicle Regis.	Colo. Dept. of Revenue	Number of motor vehicle registrations; per 1,000 population.
43	Total Number of Liquor Licenses Issued	Colo. Dept. of Revenue	Per 1,000 population.
44	Nonworker-Worker Ratio	1970 Census	Ratio of persons not in the labor force, including persons under 14 years of age, to persons in the labor force.
45	% Female 16 and Over in Labor Force	1970 Census	
46	% Married Females in Labor Force	1970 Census	Married women with husband present.
47	% Married Females With Children Under 6 in Labor Force	1970 Census	Married women, husband present, with own children under 6 years old.
48	% Males 18-24 in Labor Force	1970 Census	

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
49	% Male 65 and Over in Labor Force	1970 Census	
50	Civilian Labor Force, % Unempl.	1970 Census	
51	Employed Persons, % in Mfg.	1970 Census	
52	Employed Persons, % in White Collar Work	1970 Census	
53	Employed Persons, % Govt. Workers	1970 Census	
54	Worked During Census Week, % Outside County	1970 Census	% who worked outside the county of their residence.
55	Families, Median Income	1970 Census	
56	% Families With Income Less Than Poverty Level	1970 Census	Poverty threshold computed on a national basis only.
57	Families, % With Income ≥ $15,000	1970 Census	
58	Total Empl. 16 and Over, % White-col. Workers	1970 Census	Professional; technical; and kindred workers; managers and administrators; except farms; sales, clerical and kindred workers.
59	Total Empl. 16 and Over, % Blue-Col. Workers	1970 Census	Craftsmen, foremen and kindred workers, operative laborers, except farm; farmers and farm managers.
60	Total Empl. 16 and Over, % Farm Workers	1970 Census	Farm laborers and farm foremen.
61	Total Empl. 16 and Over, % Service Workers	1970 Census	Service workers including private households.
62	Mean Income of Families and Unrelated Indiv.	1970 Census	
63	Per Capita Income of Persons	1970 Census	
64	% Families With Social Security	1970 Census	

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
65	% Families With Public Asst. or Welfare	1970 Census	
66	Families With Income Less Than Poverty Level, Mean Family Income	1970 Census	
67	Families With Income Less Than Poverty Level, % Receiving Public Asst.	1970 Census	
68	Families With Income Less Than Poverty Level, Mean Family Size	1970 Census	
69	Families With Income Less Than Poverty Level, % Families With Female Head	1970 Census	
70	% of All Persons With Income Less Than Poverty Level	1970 Census	
71	Persons With Income Less Than Poverty Level, % Receiving Social Security	1970 Census	
72	Rate of Live Births	Colo. Dept. of Health	Per 1,000 population.
73	Rate of Deaths	Colo. Dept. of Health	Per 1,000 population.
74	Death Rate of Heart Disease	Colo. Dept. of Health	Per 1,000 population.
75	Death Rate of Malignant Neoplasms	Colo. Dept. of Health	Per 1,000 population.
76	Death Rate for Cerebro-vascular Disease	Colo. Dept. of Health	Per 1,000 population.
77	Deaths by Accidents	Colo. Dept. of Health	Per 1,000 population.
78	Death Rate – Influenza and Pneumonia	Colo. Dept.	Per 1,000 population.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
79	Death Rate of Infant Diseases	Colo. Dept. of Health	Per 1,000 population.
80	Death Rate of General Arteriosclerosis	Colo. Dept. of Health	Per 1,000 population.
81	Death Rate of Other Circulatory Diseases	Colo. Dept. of Health	Per 1,000 population; Rate for 26 counties is zero.
82	Rate of Suicides	Colo. Dept. of Health	Per 1,000 population; Rate for 20 counties is zero.
83	Death Rate of Emphysema	Colo. Dept. of Health	Per 1,000 population; Deaths for 13 counties is zero.
84	Death Rate of Congenital Malformations	Colo. Dept. of Health	Per 1,000 population; Deaths for 35 counties are zero.
85	Death Rate of Diabetes	Colo. Dept. of Health	Per 1,000 population; Deaths for 27 counties are zero.
86	Death Rate of Cirrhosis of the Liver	Colo. Dept. of Health	Per 1,000 population; Deaths for 34 counties are zero.
87	Death Rate for All Other Diseases	Colo. Dept. of Health	Per 1,000 population.
88	Rate of Low Birth Wgt.	Colo. Dept. of Health	
89	Death Rate of Infant Under One Month	Colo. Dept. of Health	Per 1,000 live births; 14 counties had a rate of zero.
90	Death Rate of Infant Under One Year	Colo. Dept. of Health	Per 1,000 live births.
91	Total Fetal Death Rate	Colo. Dept. of Health	Per 1,000 live births.
92	Fetal Death Rate Over 20 Wks.	Colo. Dept. of Health	Per 1,000 live births.
93	Persons per M.D.	Colo. State Board of Med. Examiners	Five counties have no M.D.
94	Persons per D.O.	Colo. State Board of Med. Examiners	30 counties have no D.O.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
95	Persons per Practicing R.N.	Colo. State Board of Nursing	2 counties have no R.N.'s.
96	Persons per Sanitarian	Natl. Environmental Health Assn.	46 counties have no sanitarian.
97	Persons per DDS	Colo. State Board of Dental Examiners	15 counties have no dentist.
98	Persons per Dental Hygenist	Colo. State Board of Dental Examiners	38 counties have none.
99	Persons per Optometrist	Colo. State Board of Optometric Examiners	32 counties have none.
100	Persons per Chiropodist	Colo. State Board of Med. Examiners	49 counties have none.
101	Persons per Chiropractor	Colo. State Board of Chiropractic Examiners	30 counties have none.
102	Persons per Dietitian and Nutritionist	Colo. Dietetics Assn.	33 counties have no dietitian or nutritionist.
103	Persons per Physical Therapist	Colo. State Board of Phys. Therapist	40 counties have no physical therapist.
104	% Occupancy of Hospitals	Colo. Dept. of Health	19 counties have no hospital.
105	Occupancy Rate of Nursing Homes	Colo. Dept. of Health	20 counties have no nursing home.
106	Rate of Syphilis	Colo. Dept. of Health	Per 1,000 population; 30 counties report no cases.
107	Rate of Salmonellosis	Colo. Dept. of Health	Per 1,000 population; 46 counties report no cases.
108	Rate of Shigellosis	Colo. Dept. of Health	Per 1,000 population; 50 counties report no cases.
109	Rate of Streptococcal Infection	Colo. Dept. of Health	Per 1,000 population; 13 counties report no cases.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
110	Rate of Tuberculosis	Colo. Dept. of Health	Per 1,000 population; 30 counties report no cases.
111	Rate of Gonorrhea & Other VD	Colo. Dept. of Health	Per 1,000 population; 16 counties report no cases.
112	Rate of German Measles	Colo. Dept. of Health	Per 1,000 population; 31 counties report no cases.
113	Rate of Infectious Hepatitis	Colo. Dept. of Health	Per 1,000 population; 31 counties report no cases.
114	Rate of Influenza	Colo. Dept. of Health	Per 1,000 population; 40 counties report no cases.
115	Rate of Measles	Colo. Dept. of Health	Per 1,000 population; 43 counties report no cases.
116	Rate of Mumps	Colo. Dept. of Health	Per 1,000 population; 22 counties report no cases.
117	Rate of Malaria	Colo. Dept. of Health	Per 1,000 population; 348 cases, with 304 in El Paso Co.
118	Average Daily Attendance	Colo. Dept. of Ed.	
119	State Equalization Entitlement per ADAE	Colo. Dept. of Ed.	
120	State Equalization Entitlement – Revenues from Local Foundation per ADAE	Colo. Dept. of Ed.	
121	% Black & Spanish Surname Teachers	Colo. Dept. of Ed.	30 counties reported zero.
122	Dropout Rate Based on Secondary Enrollment	Colo. Dept. of Ed.	Annual rate.
123	ADA/CP – Classroom Teachers	Colo. Dept. of Ed.	Average daily attendance per classroom teacher.
124	ADA/CP Total	Colo. Dept. of Ed.	Average daily attendance per certificated personnel.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
125	Children in Elementary School, % in Private School	1970 Census	
126	Persons 14-17 Years, % in School	1970 Census	Any type of formal education, public and private.
127	Persons 25 and Over, Median School Yrs. Completed	1970 Census	
128	Persons 5 and 6 Years Old, % Enrolled in School	1970 Census	
129	Male 25 Years of Age and Over, Median School Yrs. Completed	1970 Census	
130	Male 25 Years of Age and Over, % High School Grads	1970 Census	
131	Female 25 Years of Age and Over, Median School Yrs. Completed	1970 Census	
132	Female 25 Years of Age and Over, % High School Grads	1970 Census	
133	Public Welfare Fund – Mill Levy	Colo. Tax Commission	
134	Admin. Expenditures	Colo. Dept. of Social Services	Per 100 population.
135	Welfare Recipients % Minority	Colo. Dept. of Social Services	5 counties report 0%.
136	% Pop. on Welfare	Colo. Dept. of Social Services	1969-1970.
137	AFDC	Colo. Dept. of Social Services	Per 1,000 population.
138	AFDC	Colo. Dept. of Social Services	Per capita expenditure.
139	ADC-U	Colo. Dept. of Social Services	27 counties have a rate of 0.0.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
140	ADC-U	Colo. Dept. of Social Services	Per capita expenditures for 27 counties was zero.
141	ADC	Colo. Dept. of Social Services	Recipient rate per 1,000 population.
142	ADC	Colo. Dept. of Social Services	Per capita expenditure.
143	Work Incentive Program	Colo. Dept. of Social Services	Not applicable for 22 counties, rate per 1,000 population.
144	Work Incentive Program	Colo. Dept. of Social Services	Not applicable for 22 counties, per capita expenditure.
145	Tuberculosis Assistance	Colo. Dept. of Social Services	Applicable for 11 counties only; per 1,000 population.
146	Tuberculosis Assistance	Colo. Dept. of Social Services	Not applicable for 24 counties; per capita expenditure.
147	General Assistance	Colo. Dept. of Social Services	Not applicable for 6 counties; per 1,000 population.
148	General Assistance	Colo. Dept. of Social Services	Not applicable for 2 counties; per capita expenditure.
149	Aid to Needy & Disabled	Colo. Dept. of Social Services	Per 1,000 population
150	Aid to Needy & Disabled	Colo. Dept. of Social Services	Per capita expenditure.
151	Aid to the Blind	Colo. Dept. of Social Services	Not applicable for 27 counties; per 1,000 population.
152	Aid to the Blind	Colo. Dept. of Social Services	Not applicable for 27 counties; per capita expenditures.
153	OAP	Colo. Dept. of Social Services	Per 1,000 population.
154	OAP	Colo. Dept. of Social Services	Per capita expenditure.
155	Eligible for Medical Care	Colo. Dept. of Social Services	Per 1,000 population.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
156	Food Stamp Recipients	Colo. Dept. of Social Services	Not applicable for 5 counties; per 1,000 population.
157	% Native of Foreign or Mixed Parentage	1970 Census	% of total native population.
158	Native Pop., % Residing in State of Birth	1970 Census	% of total native population.
159	% Persons of Spanish Lang. or Surname	1970 Census	Based on total population.
160	Median Age*	1970 Census	
161	% Families With Children Under 18*	1970 Census	
162	Residence in 1965, % Living in Same House*	1970 Census	
163	Residence in 1965, % in Different House, Same Country*	1970 Census	
164	Residence in 1965, % in Different House, Different State	1970 Census	
165	% Enrolled, 5 & 6 Yrs. Old*	1970 Census	
166	% Enrolled, 16 & 17 Yrs. Old*	1970 Census	
167	Male 25 & Over, Median School Yrs. Completed*	1970 Census	
168	Male 25 & Over, % High School Grads*	1970 Census	
169	Female 25 & Over, Median School Yrs. Completed*	1970 Census	
170	Female 25 & Over, % High School Grads*	1970 Census	

*Indicates the Spanish language or surname population available for 35 counties only.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
171	% Families With Children Under 6*	1970 Census	
172	Male 16 & Over, % in Labor Force*	1970 Census	
173	Female 16 & Over, % in Labor Force*	1970 Census	
174	Married Woman, Husband Present, % in Labor Force*	1970 Census	
175	% Women in Labor Force*	1970 Census	Married women, husband present, with children under 6.
176	Total Employed 16 & Over, % White Collar*	1970 Census	
177	Total Employed 16 & Over, % Blue Collar*	1970 Census	
178	Total Employed 16 & Over, % Farm Workers*	1970 Census	
179	Total Employed 16 & Over, % Service Workers*	1970 Census	
180	Mean Income, All Families & Unrelated Individuals*	1970 Census	
181	Per Capita Income of Persons*	1970 Census	
182	% Families With Social Security Income*	1970 Census	
183	% Families With Public Assistance or Public Welfare*	1970 Census	
184	Income Less Than Poverty, Mean Family Income*	1970 Census	
185	% Families Receiving Public Asst.*	1970 Census	Based on total families with income less than poverty.

*Indicates the Spanish language or surname population available for 35 counties only.

TABLE A (CONTINUED)

Number of Variable	Name of Variable	Source	Description
186	Income Less Than Poverty, % With Female Head*	1970 Census	
187	Income Less Than Poverty, % of All Persons*	1970 Census	
188	Income Less Than Poverty, % Persons Receiving Social Security*	1970 Census	
189	% Families With Income Less Than 75% of Poverty Level*	1970 Census	

*Indicates the Spanish language or surname population available for 35 counties only.

TABLE B
VARIABLE SYMBOLS AND SUMMARIZING CHARACTERISTICS

Variable Number	Variable Symbol	Range of Raw Data Min.	–	Max.	Mean	Median	Skewness
Demographic							
1	POP	202	–	514,678	35,042	7,225	12.79*
2	% BELOW 5	4.4	–	11.9	7.9	7.95	1.02
3	% BELOW 18	25.7	–	45.0	35.4	35.2	-0.23
4	% 18-64	45.0	–	69.5	54.2	53.8	3.58*
5	% 65+	2.8	–	18.5	10.4	10.65	0.23
6	MED AGE	21.2	–	40.5	29.3	27.35	2.03*
7	% MIN. R	0.0	–	11.0	1.7	1.1	9.17*
8	FERT RAT	200	–	516	352.9	344	0.59
9	% URB	24.2	–	100.0	60.3	57.6	0.80
10	MARR	1.8	–	34.6	11.1	10.6	6.02*
11	DV	0.0	–	7.9	2.7	2.75	1.36
12	GR.S	14	–	188	116.0	138.5	-2.14*
13	TEMP	0.0	–	54.1	45.3	48.25	-9.81*
14	RAIN	6.56	–	26.32	14.8	14.16	1.73
15	SNOW	21.0	–	165.7	58.1	44.5	4.48*
16	LAND	95	–	4,794	164.1	1,540	3.29*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
17	POP SQ. M	0.2 –	5,417.7	107.6	5.45	24.88*
18	P HH	2.53 –	3.71	3.1	3.06	0.96
19	WP HH	2.53 –	3.94	3.1	3.05	2.65*
20	% HSE NO PL	0.0 –	48.5	11.76	9.45	5.90*
21	% 1.01 PPR	4.06 –	19.30	8.25	7.47	4.44*
22	% RL NFM	0.0 –	100.0	54.72	56.5	-0.52
23	% RL FM	0.0 –	51.8	16.33	13.8	2.90*
24	% MGT ≥5	6.9 –	51.2	26.57	25.25	1.53
25	% M CPL WN HSE	0.0 –	6.1	0.846	0.7	9.23*
26	% CHIL <6	15.0 –	36.3	25.41	25.1	0.41
27	% <18 LV PRTS	73.3 –	100.0	86.04	86.2	0.27
28	%1965 SAME HSE	22.6 –	82.4	49.70	50.15	0.40
29	% 1965 DF HSE SM CTY	0.0 –	50.0	19.72	19.25	3.76*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.		Max.	Mean	Median	Skewness
30	% 1965 DF HS DF ST	4.4	–	32.3	12.23	11.45	3.98*
31	% VET ≥16	24.8	–	99.9	42.31	41.25	7.88*
32	% FAM <18	43.9	–	75.4	56.38	56.75	1.44
Economic							
33	EVAL	2323120	–	1388499990	81670963	24690715	12.50*
34	% PRIV OWN	8.6	–	99.8	59.65	56.5	-0.13
35	% UNDER 2999	6.4	–	64.1	25.23	22.5	3.17*
36	% OVER 10000	2.0	–	48.8	19.2	18.0	1.91*
37	GROSS INC	3,286.70	–	8,064.31	5,471.64	5,368.98	2.73*
38	% POP UNEMP	1.5	–	11.0	4.3	3.85	4.85*
39	NO. RMS	4.3	–	5.6	4.87	4.9	1.37
40	HSE VAL	5,000	–	45,100	12,084.12	10,950	9.46*
41	RENT	34	–	169	69.90	64.50	5.17*
42	REG	457	–	150,909	963.32	16,516.50	6.91*
43	LIQ	1.41	–	74.26	7.3	3.57	15.81*

*Statistically significant at .05 level.

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TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.		Max.	Mean	Median	Skewness
44	N-WRK to WRK	0.76	–	2.81	1.61	1.57	3.25*
45	% IN LABOR FORCE F≥16	22.0	–	85.4	39.20	36.4	7.03*
46	% IN LABOR FORCE MARR	23.0	–	82.4	36.4	35.7	6.85*
47	% IN LABOR FORCE MARR W CH<6	0.0	–	47.5	24.9	25.45	-1.01
48	% IN LABOR FORCE M 18-24	0.0	–	96.5	70.8	76.2	-4.79*
49	% IN LABOR FORCE M≥65	0.0	–	51.7	26.6	26.5	-0.87
50	% UNEMP CLF	0.0	–	9.9	4.2	4.2	1.09
51	% EMPL MFG	0.0	–	23.9	7.3	5.75	3.17*
52	% EMPL WC	24.2	–	97.0	42.4	40.2	5.33*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.		Max.	Mean	Median	Skewness
53	% EMPL GOVT	9.2	–	44.0	21.2	20.4	5.74*
54	% CENS O-CT	0.0	–	62.6	12.4	7.35	6.99*
55	MED INC	4,539	–	18,611	8,029.8	7,584	6.38*
56	% INC <POV	0.0	–	36.7	13.2	12.5	4.00*
57	% INC ≥ 15,000	1.5	–	69.7	13.3	11.1	11.24*
58	TOT EMPL ≥16 % W COL	24.2	–	65.6	41.6	40.5	1.89
59	TOT EMPL ≥16 % BL COL	22.7	–	67.2	39.3	39.3	1.42
60	TOT EMPL ≥16 % FRM W	0.0	–	20.1	4.9	4.1	3.89*
61	TOT EMPL ≥16 % SER W	1.5	–	27.6	14.2	13.45	0.90
62	MEAN INC	5,005	–	12,184	7,555.6	7,349	3.35*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	–	Max.	Mean	Median	Skewness
63	PER CAP INC PERSONS	1,318	–	10,857	2,639.6	2,506.5	4.37*
64	% FAM SS	2.7	–	30.1	18.5	18.45	-0.29
65	% FAM WELF	0.0	–	26.3	6.4	5.6	6.65*
66	INCOME < POV MEAN INC	0	–	2,541	1,647.7	1,730	-3.68*
67	INCOME < POV % ASST	0.0	–	42.1	14.4	12.7	1.64
68	INCOME < POV FAM SIZE	0.00	–	4.84	3.6	3.7	-7.74*
69	INCOME < POV % F HD	0.0	–	99.9	23.6	22.1	7.29*
70	INCOME < POV % ALL	5.0	–	42.0	17.0	16.2	4.07*
71	INCOME < POV % SS	4.1	–	44.6	18.1	17.4	2.76*
Health							
72	BIRTH	9.5	–	29.7	17.64	17.75	1.90*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
73	DEATH	4.0 –	16.2	9.2	9.3	1.24
74	HEART	0.8 –	8.0	3.2	3.0	3.22*
75	MAL N	0.0 –	3.0	1.3	1.0	1.55
76	CER DIS	0.0 –	3.0	0.99	0.9	4.76*
77	ACC	0.0 –	5.0	0.87	0.8	9.74*
78	INF PNE	0.0	2.0	0.36	0.3	8.40*
79	EAR INF	0.0 –	1.0	0.23	0.2	4.60*
80	ART	0.0 –	1.0	0.16	0.1	5.84*
81	CIRC	0.2 –	1.0	0.16	0.1	6.83*
82	SUIC	0.0 –	1.0	0.17	0.1	5.89*
83	EMPH	0.0 –	2.0	0.26	0.2	9.78*
84	CONG	0.0 –	1.0	0.08	0.0	12.75*
85	DIAB	0.0 –	1.0	0.18	0.1	6.52*
86	CIRH	0.0 –	0.3	0.07	0.1	3.56*
87	OTH	0.5 –	3.0	1.2	1.0	5.75*
88	LOW	0 –	200	103.3	100	0.29
89	ID 1 M	0.0 –	88.2	17.9	13.3	5.45*
90	ID 1 YR	0.0 –	88.2	23.2	20.3	4.24*
91	FETAL	0.0	257.2	68.2	121.9	4.47*
92	FETAL 20 WK	0.0 –	76.9	15.2	15.01	4.70*

*Statistically significant at 0.5 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	–	Max.	Mean	Median	Skewness
93	P/MD	276	–	4,664	1,574.8	1,379	4.52*
94	P/DO	1,003	–	39,071	8,503.8	6,380	5.26*
95	P/RN	138	–	2,947	472.3	290	10.51*
96	P/SRN	4,956	–	44,332	18,636.7	15,670	1.18
97	P/DDS	1,132	–	7,663	2,620.5	2,392	6.07*
98	P/D HYG	2,380	–	20,220	8,456.6	7,373	1.69
99	P/OPTO	3,190	–	23,397	9,277.6	8,269	3.24*
100	P/CHIROPO	6,343	–	61,802	32,048.6	29,303	0.44
101	P/CHIR-OPR	555	–	16,855	7,193.3	6,438	1.46
102	P/DIET	924	–	20,601	7,085.6	5,814	2.79*
103	P/PHYS THER	2,009	–	29,695	11,009.7	9,663	2.07*
104	HOSP OC	29.00	–	142.00	60.52	50.50	4.28*
105	NH OC	30.00	–	128.00	91.32	86.00	-2.90*
106	SYPH	0.0	–	5.0	0.16	0.1	23.56*
107	SAL	0.0	–	0.3	0.04	0.0	7.50*
108	SHIG	0.0	–	4.0	0.10	0.0	23.35*
109	STREP	0	–	114	28.30	19	3.52*
110	TB	0.0	–	0.7	0.09	0.0	6.82*
111	GON	0.0	–	7.0	0.71	0.4	12.39*
112	GER M	0.0	–	4.0	0.34	0.0	10.96*
113	INF HEP	0.0	–	1.0	0.24	0.1	4.18*
114	INF	0.0	–	275.0	8.15	0.0	21.82*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
115	MEAS	0.0 –	8.0	0.24	0.0	19.90*
116	MUMP	0.0 –	17.0	1.53	0.2	9.95*
117	MAL	0.0 –	1.3	0.02	0.0	26.68*
Educational						
118	ADAE	0.0 –	90,133.9	8,338.5	1,543.3	9.49*
119	ST ENT	0.00 –	354.04	191.08	183.64	- 0.12
120	LOC REV	110.74	380.76	219.92	234.89	-0.54
121	% MIN	0.00 –	.34	0.02	.02	14.14*
122	DO RATE	0.00 –	7.40	2.78	2.75	0.80
123	ADA /CT	10.2 –	24.8	17.39	17.2	0.45
124	ADA /CD	5.9 –	22.0	14.97	15.2	-0.77
125	% PVT SCHL	0.0 –	16.5	3.1	0.5	4.63*
126	% 14-17 SCHL	0.0 –	99.9	90.3	94.2	-17.73*
127	≥25 SCHL YRS	9.6 –	14.4	12.0	12.2	-3.44*
128	% SCHL 5-6	0.0 –	98.4	67.4	72.2	-5.83*
129	MED SC YRS M≥25	35.4 –	83.3	53.8	53.6	1.67

*Statistically significant at .05 level.

TABLE b (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
130	% HS GR M≥25	8.8	14.8	11.8	12.2	-1.86
131	MED SC YRS F≥25	38.1	84.9	59.3	59.9	0.00
132	% HS GR F≥25	9.7	14.0	12.1	12.3	-4.50*
Welfare						
133	LEVY	0.20	8.40	2.31	1.89	3.46*
134	AD EXP	138.16	9,989.72	845.86	657.19	21.16*
135	% MINO	0	97	26.74	17	3.17*
136	% WELF	2.8	53.1	9.06	6.65	10.28*
137	AFDC R	0.0	67.9	23.04	16.2	3.14*
138	AFDC EXP	0.0	27.69	10.31	7.42	2.85*
139	ADC-U R	0.1	8.7	1.50	0.8	5.56*
140	ADC-U EXP	0.01	3.86	0.66	0.37	5.66*
141	ADC R	0.0	59.6	21.78	15.3	3.46*
142	ADC EXP	0.00	24.88	9.33	6.89	3.07*
143	WIN R	0.0	7.4	1.29	0.4	5.55*
144	WIN EXP	0.00	3.28	0.61	0.22	5.41*
145	TA R	0.1	0.4	0.16	0.1	2.13*
146	TA EXP	0.01	0.30	0.62	0.03	3.61*
147	GA R	0.00	11.00	1.28	0.8	11.23*
148	GA EXP	0.00	7.62	0.80	0.62	14.50*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
149	AND R	0.8 –	13.7	4.19	3.7	3.74*
150	AND EXP	0.00 –	10.58	3.18	2.65	3.27*
151	AB R	.00 –	1.0	0.12	0.0	8.36*
152	AB EXP	0.00	0.80	0.10	.02	8.90*
153	OAP R	3.3 –	136.2	32.40	28.4	6.14*
154	OAP EXP	4.3 –	165.6	31.60	26.30	8.25*
155	MED	10.5 –	215.8	68.6	54.0	4.09*
156	FOOD	6.1 –	343.9	40.9	28.6	12.07*
Ethnic						
157	% FOR MIX	0.0 –	98.3	54.7	56.5	-0.52
158	% RES IN BRTH S	0.0 –	51.8	16.3	15.2	2.90*
159	% SP LANG	0.0 –	78.5	14.1	7.9	6.11*
160	MED AGE	12.8 –	28.6	19.97	19.5	2.16*
161	% CH<18	48.8 –	88.9	74.2	71.1	-0.36
162	% 1965 SM HS	7.2 –	73.4	47.0	47.5	-0.91
163	% 1965 DF HS SMCT	12.0 –	38.9	25.6	26.0	-0.58
164	% 1965 DF HS DF ST	0.5 –	31.6	9.7	7.4	2.63*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Range of Raw Data Min.	Max.	Mean	Median	Skewness
165	% 5-6 SCHL	17.1 –	90.1	74.2	78.1	-4.93*
166	% 16-17 SCHL	46.5 –	99.9	80.5	83.1	-1.99*
167	MED SC M≥25	5.6 –	12.6	9.2	8.7	0.92
168	% HS GR M≥25	6.1 –	68.5	30.8	28.1	1.84
169	MED SC F≥25	6.1 –	12.5	9.2	8.8	1.32
170	% HS GR F≥25	7.3 –	66.7	27.8	26.3	2.68*
171	%<6	15.8 –	69.7	38.4	39.2	1.06
172	%≥16 EMP-M	42.1 –	87.3	70.9	74.1	-1.93*
173	%≥16 EMP-F	19.9 –	49.2	35.3	34.8	0.20
174	% M F EMP	20.6 –	49.6	32.2	30.7	1.14
175	% M F EMP-CH	3.4 –	20.6	11.4	12.0	0.49
176	%≥16 W COL	4.7 –	58.4	27.9	26.5	1.45
177	%≥16 B COL	18.4 –	68.5	43.7	44.5	-0.63
178	%≥16 FARM	0.5 –	42.2	7.7	5.0	5.38*
179	%≥16 SERV	10.4 –	62.2	23.2	20.3	4.44*

*Statistically significant at .05 level.

TABLE B (CONTINUED)

Variable Number	Variable Symbol	Min.		Max.	Mean	Median	Skewness
180	MEAN INC	3,768	–	10,570	6,224.1	6,031	2.52*
181	PER CP INC	894	–	2,818	1,638.5	1,880	1.88
182	% FAM SS	6.2	–	35.5	17.0	16.0	1.49
183	% FAM ASST	2.7	–	35.8	15.5	16.5	1.42
184	INCOME < POVERTY M INC	1,556	–	3,269	2,486.5	2,432	0.23
185	INCOME < POVERTY % ASST	6.7	–	46.3	29.9	30.6	-0.68
186	INCOME < POVERTY % F	5.2	–	99.9	33.0	31.5	4.04*
187	INCOME < POVERTY % ALL	8.1	–	52.7	29.4	26.4	0.00
188	INCOME < POVERTY % SS	1.8	–	22.2	8.4	7.5	3.28*
189	INC < 75% POV	3.8	–	32.8	16.3	15.9	0.35

*Statistically significant at .05 level.

TABLE C
RANK ORDER OF COUNTIES

TABLE C

RANK ORDER OF COUNTIES

COUNTY	DEMOGRAPHIC 1 POP	2 % BELOW 5	3 % BELOW 18	4 % 18-64	5 % 65+	6 MED AGE	7 % NON-W	8 FERT RAT	9 % URB	10 MARR	11 MV	12 GR-S	13 TEMP	14 RAIN	15 SNOW	16 LAND	17 POP SQ.M	18 P/HH
REGION 1																		
LOGAN	15.0	35.5	29.0	30.0	31.0	42.0	35.5	61.5	16.0	14.0	28.0	29.0	25.0	35.0	44.0	21.0	20.0	25.5
MORGAN	13.0	18.5	10.0	54.0	30.0	38.5	35.5	12.0	17.0	32.0	24.5	20.0	25.0	44.0	52.0	35.0	14.0	21.5
PHILLIPS	42.0	58.5	54.0	56.5	7.5	5.0	58.5	68.5	****	47.0	46.5	22.0	18.5	16.0	40.0	54.0	30.0	59.0
SEDGWICK	44.0	50.5	47.0	43.5	9.0	7.5	8.0	38.0	****	5.0	18.5	25.5	15.0	21.0	50.0	57.0	27.0	50.0
WASHINGTON	34.0	58.5	61.5	42.0	13.0	12.5	49.0	56.5	****	68.5	50.5	23.5	32.0	16.0	33.0	19.0	66.0	38.5
YUMA	25.0	45.5	52.5	49.0	8.0	6.0	54.0	31.0	****	54.0	39.0	25.5	13.0	17.0	45.0	14.0	38.0	56.0
REGION 2																		
LARIMER	8.0	33.5	59.0	4.0	39.0	56.0	20.5	56.5	9.0	26.5	16.0	27.0	32.0	31.0	32.0	9.0	8.0	45.0
WELD	9.0	23.5	40.0	14.5	46.0	54.5	12.0	46.0	24.0	31.0	24.5	28.0	30.0	52.0	41.0	3.0	9.0	19.0
REGION 3																		
ADAMS	4.0	5.0	2.0	32.0	60.0	61.0	9.5	16.0	3.0	58.0	17.0	5.0	22.0	26.0	21.0	38.0	5.0	3.0
ARAPAHOE	5.0	15.0	11.5	18.5	58.0	51.0	24.5	39.0	2.0	33.0	4.5	30.5	20.5	34.0	31.0	49.0	3.0	8.0
BOULDER	6.0	22.0	49.5	4.0	51.0	57.0	16.5	54.0	7.0	34.0	4.5	17.5	8.0	13.0	16.0	51.0	4.0	34.0
CLEAR CREEK	41.0	8.5	29.0	21.0	48.0	58.5	39.0	13.0	****	11.0	15.0	45.0	42.0	24.5	15.0	59.0	17.0	45.5
DENVER	1.0	27.5	56.0	8.0	22.5	30.0	1.0	44.5	1.0	8.0	2.0	5.0	5.5	43.0	22.5	63.0	1.0	61.0
DOUGLAS	26.0	30.0	6.0	36.0	49.0	35.0	39.0	68.5	****	7.0	24.0	20.0	29.0	41.0	36.0	47.0	21.0	4.0
GILPIN	59.0	45.5	55.0	13.0	27.0	14.5	44.0	33.5	****	1.0	1.0	41.5	50.0	7.0	12.0	62.0	23.0	62.0
JEFFERSON	3.0	15.0	11.5	18.5	56.5	43.7	19.0	15.5	4.0	40.5	13.0	9.0	5.5	36.0	22.5	56.0	2.0	8.0
REGION 4																		
EL PASO	2.0	15.5	32.5	7.0	56.5	49.0	5.0	24.0	5.0	20.0	6.5	20.0	34.0	29.0	38.0	19.0	6.0	20.0
PARK	53.0	55.0	65.0	20.0	34.5	12.5	33.5	69.0	****	18.5	59.5	47.5	60.0	28.0	27.0	14.0	61.0	51.0
TELLER	47.0	45.5	33.0	26.0	32.0	20.5	49.0	52.0	****	34.0	59.5	63.0	63.0	63.0	63.0	54.0	31.0	49.0
REGION 5																		
CHEYENNE	52.0	48.5	27.0	36.0	22.5	20.5	57.0	37.0	****	45.0	36.5	17.5	16.0	25.0	61.0	26.0	56.5	32.5
ELBERT	44.0	48.5	32.5	32.5	10.0	14.5	44.0	55.0	****	62.0	53.5	33.0	35.0	38.0	25.0	21.0	48.5	36.0
KIT CARSON	30.0	20.5	21.0	46.5	22.5	24.0	60.0	9.5	26.0	42.0	52.0	14.0	18.5	20.0	57.0	17.0	39.0	25.5
LINCOLN	40.0	45.5	39.0	46.5	17.5	11.0	49.0	20.0	****	56.0	35.0	30.5	25.0	22.0	42.0	10.0	51.0	45.0
REGION 6																		
BACA	37.0	37.5	44.0	39.5	14.5	16.0	24.5	28.0	****	21.5	4.5	7.5	3.0	27.0	47.0	11.0	46.0	48.0
BENT	35.0	53.5	49.5	44.0	11.5	10.0	20.5	33.5	21.0	41.0	41.5	11.0	10.0	50.0	60.0	39.0	35.0	35.0
CROWLEY	49.0	57.0	54.5	36.5	4.0	4.0	28.5	63.0	****	49.0	23.0	9.5	9.0	48.5	59.0	44.0	37.0	54.5
KIOWA	54.0	52.0	37.5	33.0	19.5	17.0	44.0	68.5	****	12.5	39.0	12.5	13.0	37.0	58.0	25.0	59.5	43.0
OTERO	11.0	25.0	16.5	60.0	16.0	33.0	12.0	17.0	18.0	48.0	20.5	9.5	5.5	48.5	51.0	37.0	11.0	21.5
PROWERS	20.0	10.5	17.0	52.5	22.5	48.0	24.5	11.0	15.0	7.0	28.0	8.0	5.5	30.0	54.5	29.0	24.5	23.5

COUNTY	1 POP	2 % HELUM 5	3 % HELUM 18	4 % 18-64	5 % 65+	6 MED AGE	7 % MINOR	8 PERT MAT	9 % URB	10 MARR	11 DV	12 GR.S	13 TEMP	14 RAIN	15 SNOW	16 LAND	17 PEP 50.M	18 P/MM
REGION 7																		
CHAFFEE	24.0	30.0	25.5	58.0	27.0	31.5	14.5	16.0	25.0	58.0	8.0	38.0	38.0	53.0	30.0	47.0	22.0	30.5
CUSTER	60.0	62.0	40.0	27.5	7.0	1.0	61.0	60.0	****	17.0	43.5	46.0	40.0	19.0	11.0	59.0	54.0	60.0
FREMONT	12.0	53.5	61.0	39.5	2.5	7.5	12.0	23.0	7.0	18.5	18.5	7.0	1.0	45.0	37.0	31.0	15.0	56.0
HUERFANO	33.0	41.5	43.0	61.0	5.0	9.0	29.5	19.0	10.0	21.0	39.0	16.0	20.5	32.0	19.0	30.0	36.0	47.0
LAKE	27.0	3.0	3.0	22.0	62.0	58.0	20.5	3.0	20.0	10.0	30.5	47.5	55.0	14.0	9.0	61.0	10.0	8.0
LAS ANIMAS	17.0	48.5	51.0	43.5	8.0	18.0	29.5	29.0	12.0	40.0	28.0	12.5	17.0	23.0	28.0	1.	40.0	38.5
PUEBLO	7.0	27.0	24.0	29.0	60.0	40.0	7.0	31.0	8.0	24.0	9.0	2.5	11.0	51.0	43.0	13.0	7.0	15.5
REGION 8																		
ALAMOSA	22.0	21.0	41.5	10.0	48.0	60.0	16.5	41.5	13.0	12.5	22.0	40.0	48.0	62.0	48.0	53.0	13.0	15.5
CONEJOS	28.0	6.0	1.0	63.0	36.0	63.0	48.0	2.0	****	40.5	43.5	41.5	45.0	56.0	56.0	34.0	28.5	1.0
COSTILLA	48.0	32.0	5.0	62.0	17.0	53.0	18.5	20.0	****	9.0	59.5	43.0	46.0	55.0	54.5	30.0	43.0	2.0
MINERAL	62.0	1.0	18.5	17.0	53.0	49.0	62.5	1.0	****	38.0	34.5	58.0	59.0	46.0	17.0	44.0	62.0	27.5
RIO GRANDE	23.0	15.0	16.0	58.5	29.0	39.0	44.0	9.5	27.0	42.5	30.5	37.0	43.0	59.0	39.0	44.0	18.0	8.0
SAGUACHE	45.0	18.5	9.0	58.5	30.0	46.5	20.5	8.0	****	60.0	50.5	39.0	41.0	60.0	53.0	7.0	58.0	5.0
REGION 9																		
ARCHULETA	50.0	7.0	4.0	51.0	44.5	52.0	18.0	7.0	****	38.0	33.0	53.5	47.0	9.5	14.0	33.0	50.0	8.0
DOLORES	57.0	33.5	13.0	41.0	41.0	34.0	2.0	35.5	****	45.0	59.5	34.5	27.5	39.5	34.5	43.0	52.0	11.0
LA PLATA	14.0	41.5	31.0	24.0	37.0	44.5	8.0	41.0	19.0	16.0	11.5	34.0	37.0	15.0	20.0	24.0	19.0	18.0
MONTEZUMA	21.0	12.0	7.0	49.0	42.0	35.0	3.0	14.5	23.0	28.0	10.0	34.5	27.5	39.5	34.5	20.0	28.5	12.0
SAN JUAN	61.0	8.5	22.5	11.5	54.5	46.5	54.0	14.5	****	4.0	59.5	62.0	58.0	6.0	3.0	60.0	48.5	23.5
REGION 10																		
DELTA	14.0	61.0	56.0	55.0	1.0	3.0	31.5	48.5	38.0	6.0	59.5	23.5	13.0	61.0	62.0	40.0	16.0	57.0
GUNNISON	29.0	55.0	43.0	1.0	59.0	62.0	28.5	62.0	14.0	36.0	37.0	55.0	54.0	54.0	26.0	4.0	44.0	52.5
HINSDALE	63.0	63.0	62.0	6.5	18.5	2.0	62.5	63.0	****	41.5	59.5	58.0	56.5	11.0	6.0	41.0	63.0	63.0
MONTROSE	16.0	27.0	14.0	49.0	36.5	27.0	9.5	22.0	28.0	47.0	14.0	15.0	23.0	57.0	46.0	14.0	24.5	14.0
OURAY	58.0	43.0	35.0	31.0	27.0	17.0	58.5	27.0	****	29.0	59.5	56.0	38.0	5.0	5.0	58.0	41.0	52.5
SAN MIGUEL	55.0	15.0	8.0	45.0	44.0	37.5	4.0	5.0	****	43.0	53.5	58.0	52.0	3.0	2.0	34.0	58.0	29.0
REGION 11																		
EAGLE	31.0	2.0	15.0	14.5	54.5	54.5	54.0	4.0	****	65.0	55.0	50.5	49.0	33.0	24.0	27.0	33.0	13.0
GARFIELD	19.0	39.0	40.0	25.0	25.0	23.0	54.0	43.0	29.0	54.0	11.5	32.0	32.0	12.0	18.0	4.0	32.0	41.0
MESA	10.0	50.5	46.0	27.5	14.0	22.0	33.5	58.0	27.0	24.0	3.0	1.0	2.0	58.0	49.0	4.0	12.0	42.0
PITKIN	36.0	33.0	57.0	2.0	61.0	64.5	28.5	61.0	****	3.0	20.5	52.0	51.0	2.0	7.0	48.0	26.0	54.5
SUMMIT	51.0	10.5	22.5	4.0	61.0	60.0	58.0	25.0	****	49.5	41.0	61.0	61.0	8.0	4.0	55.0	34.0	30.5
REGION 12																		
GRAND	43.0	35.5	37.5	9.0	50.0	23.0	39.0	53.0	****	42.5	32.0	53.5	62.0	1.0	8.0	22.0	46.0	40.0
JACKSON	56.0	4.0	23.5	11.5	52.0	37.5	39.0	4.0	****	33.0	46.5	50.5	56.5	49.0	29.0	28.0	59.5	27.5
MOFFAT	34.0	23.5	20.0	36.0	33.0	25.0	49.0	21.0	11.0	25.5	48.5	49.0	48.0	47.0	13.0	7.0	56.5	32.5
RIO BLANCO	39.0	33.0	29.0	16.0	46.5	41.0	31.5	31.0	****	49.0	46.5	44.0	39.0	9.5	10.0	5.0	54.0	17.0
ROUTT	32.0	39.0	35.0	23.0	38.0	31.5	49.0	44.5	****	33.0	43.5	60.0	53.0	4.0	1.0	15.0	42.0	37.0

DEMOGRAPHIC

COUNTY	19 %P/HH	20 % HSE NO PL	21 % 1+01 PPR	22 % RL NFM	23 % RL FM	24 % HGT H 25	25 % CPL MN HS	26 % CHIL <6	27 % <18 LV PRTS	28 % 1965 HSE	29 DF HS SM	30 DF HS CTY	31 % VET 216	32 % FAM <18
REGION 1														
LOGAN	24.5	50.0	31.0	53.0	25.0	44.0	43.0	39.0	28.0	97.0	15.0	39.0	42.0	30.0
MORGAN	19.0	45.5	21.5	54.0	18.0	52.0	27.5	37.0	28.0	91.0	3.0	47.0	49.0	33.0
PHILLIPS	59.0	52.0	60.5	20.0	15.0	45.0	55.5	56.5	13.5	9.0	48.0	52.0	34.0	59.0
SEDGWICK	31.0	42.5	37.0	10.5	21.5	48.0	27.5	43.0	43.0	8.0	53.0	27.5	43.0	58.0
WASHINGTON	38.5	25.0	44.0	35.0	1.0	60.0	43.0	40.0	13.5	5.0	42.0	59.5	55.5	46.0
YUMA	58.0	28.0	57.0	28.0	6.0	49.0	46.0	52.0	8.0	14.0	28.0	57.5	58.0	55.0
REGION 2														
LARIMER	44.5	53.0	52.0	49.0	49.0	11.0	27.5	27.0	21.0	58.0	13.5	6.0	40.5	39.0
WELD	16.0	45.5	18.0	42.0	29.0	28.0	27.5	22.5	36.5	85.0	7.0	27.5	40.5	26.5
REGION 3														
ADAMS	3.0	61.0	26.0	61.0	57.5	17.0	12.0	6.0	19.0	39.5	44.5	10.5	4.0	2.0
ARAPAHOE	10.0	62.0	59.0	62.0	61.0	12.5	27.5	17.0	18.0	51.0	50.0	5.0	3.0	5.0
BOULDER	33.0	58.0	56.0	56.0	54.0	10.0	22.5	13.0	9.0	49.0	29.5	2.0	29.0	14.0
CLEAR CREEK	34.5	22.0	36.0	2.0	57.5	7.0	55.5	12.0	22.5	53.0	56.5	13.0	14.0	23.0
DENVER	41.0	57.0	51.0	63.0	62.5	34.0	16.5	33.0	40.0	63.0	5.0	14.0	17.0	49.0
DOUGLAS	4.0	55.0	47.0	8.0	40.0	8.0	16.5	44.0	25.0	48.0	55.0	12.0	19.0	9.0
GILPIN	02.0	7.0	55.0	4.0	53.0	6.0	55.5	50.0	48.0	42.0	56.5	8.0	55.5	62.0
JEFFERSON	8.5	60.0	63.0	00.0	60.0	15.0	27.5	18.0	17.0	46.5	41.0	7.0	6.0	8.0
REGION 4														
EL PASO	21.5	59.0	48.0	58.0	59.0	16.0	33.0	11.0	45.0	41.0	38.0	1.0	7.0	12.0
PARK	53.0	2.0	62.0	19.0	16.0	1.0	7.0	54.0	6.0	47.0	58.0	25.5	13.0	52.0
TELLER	48.5	18.0	53.0	5.0	50.0	2.0	55.5	19.0	11.0	44.0	62.0	4.0	10.0	24.0
REGION 5														
CHEYENNE	31.0	39.0	38.0	31.0	4.0	55.5	16.5	45.0	27.0	0.0	46.0	48.0	57.0	53.0
ELBERT	35.5	34.5	35.0	30.0	5.0	19.0	55.5	42.0	26.0	22.0	60.0	41.0	52.0	50.0
KIT CARSON	24.5	42.5	34.0	45.0	7.0	47.0	38.5	22.5	3.0	13.0	37.5	40.0	50.0	35.0
LINCOLN	44.5	34.5	54.0	23.0	12.0	51.0	22.5	59.0	16.0	15.0	35.5	54.0	45.0	47.0
REGION 6														
BACA	48.5	26.0	27.0	42.0	13.0	57.0	9.5	37.0	29.0	10.5	11.5	44.0	62.0	38.0
BENT	34.0	31.5	17.0	46.0	19.0	46.0	6.0	42.0	56.5	18.0	31.0	35.0	2.0	41.5
CROWLEY	55.5	16.0	41.0	24.0	11.0	53.0	17.0	53.0	31.0	8.0	59.0	56.0	39.0	57.0
KIOWA	44.5	33.0	42.0	25.0	10.0	41.0	55.5	55.0	4.0	25.0	9.0	30.5	63.0	51.0
OTERO	19.0	38.0	13.0	43.0	45.0	45.5	38.5	35.0	42.0	23.0	6.0	53.0	37.5	43.0
PROWERS	23.0	41.0	19.0	51.0	32.0	38.5	17.0	20.5	53.0	32.0	2.0	38.0	37.5	15.0

COUNTY	19 NP/HH	20 % HSE NO PL	21 % 1.01 PPR	22 % RL NFM	23 % RL FM	24 % MGT 25	25 % M CPL WN WS	26 % CHIL <6	27 % <18 LV PRTS	28 % SAME HSE	29 % 1965 DF HS CTY	30 DF HS ST	31 % VET 216	32 % FAM <18
REGION 7														
CHAFFEE	31.0	54.0	24.5	36.0	46.0	22.0	46.0	31.0	18.0	35.0	47.0	33.0	28.0	26.5
CUSTER	60.0	9.0	60.5	34.0	7.0	31.0	55.5	41.0	47.0	10.0	61.0	57.5	48.0	61.0
FREMONT	55.5	48.0	39.0	48.0	52.0	37.0	33.0	49.0	39.0	36.0	35.5	49.5	26.0	56.0
HUERFANO	47.0	13.5	14.0	57.0	31.0	59.0	27.5	46.0	58.0	7.0	20.0	61.0	59.0	60.0
LAKE	8.5	20.0	5.0	39.0	51.0	43.0	8.0	3.0	5.0	21.0	24.0	45.0	8.0	3.0
LAS ANIMAS	38.5	11.0	16.0	47.0	48.0	58.0	9.5	47.5	61.0	11.0	19.0	59.5	53.5	54.0
PUEBLO	12.0	47.0	10.0	59.0	55.0	61.0	16.5	28.0	47.0	12.0	8.0	55.0	22.5	25.0
REGION 8														
ALAMOSA	13.0	40.0	9.0	52.0	34.0	24.0	46.0	14.5	62.0	37.0	21.0	32.0	46.0	29.0
CONEJOS	1.0	3.0	1.0	12.0	30.0	62.0	46.0	9.0	51.0	2.0	43.0	63.0	53.5	6.8
COSTILLA	2.0	1.0	2.0	27.0	8.0	63.0	2.0	47.5	38.0	3.0	40.0	62.0	60.0	11.8
MINERAL	27.5	12.0	40.0	3.0	56.0	23.0	55.5	4.5	7.0	68.0	4.0	18.0	33.0	1.0
RIO GRANDE	6.5	21.0	7.0	38.0	23.0	38.5	16.5	20.5	44.0	10.0	30.0	36.0	32.0	19.0
SAGUACHE	5.0	8.0	4.0	20.0	9.0	54.0	3.0	24.0	49.0	10.5	16.5	49.5	51.0	36.0
REGION 9														
ARCHULETA	6.5	8.0	8.0	7.0	41.0	35.0	4.0	25.5	52.0	29.0	52.0	21.0	24.0	16.0
DOLORES	26.0	6.0	12.0	33.0	3.0	36.0	1.0	14.5	34.0	40.0	1.0	37.0	47.0	20.5
LA PLATA	19.0	36.5	15.0	44.0	38.0	32.0	33.0	43.0	56.5	34.0	26.0	16.0	30.0	37.8
MONTEZUMA	17.0	30.0	6.0	41.0	33.0	36.0	20.5	37.0	55.0	28.0	22.5	18.0	35.0	20.5
SAN JUAN	21.5	56.0	23.0	1.0	62.5	16.0	55.5	2.0	63.0	49.0	51.0	34.0	15.0	31.0
REGION 10														
DELTA	57.0	36.5	30.0	32.0	17.0	40.0	16.5	60.0	32.5	26.0	29.0	46.0	44.0	63.0
GUNNISON	51.0	23.0	50.0	50.0	47.0	4.0	40.0	33.0	15.0	46.0	39.0	10.5	61.0	45.0
HINSDALE	63.0	63.0	58.0	16.5	21.5	50.0	55.5	58.0	1.0	1.0	63.0	51.0	1.0	40.8
MONTROSE	14.5	29.0	11.0	37.0	27.0	26.5	46.0	29.0	30.0	41.0	26.0	25.5	20.0	22.0
OURAY	51.0	19.0	46.0	21.0	16.0	29.0	55.5	46.5	12.0	54.0	49.0	29.0	30.0	48.0
SAN MIGUEL	35.5	5.0	21.5	18.0	20.0	26.5	5.0	8.0	36.5	20.0	44.5	42.5	11.0	32.0
REGION 11														
EAGLE	11.0	27.0	3.0	9.0	39.0	5.0	43.0	1.0	29.5	42.0	37.5	15.0	21.0	17.0
GARFIELD	40.5	49.0	29.0	29.0	42.0	20.0	27.5	41.0	40.0	42.0	18.0	20.0	31.0	44.0
MESA	42.0	44.0	43.0	40.0	37.0	33.0	20.5	51.0	56.0	38.0	10.0	30.5	27.0	41.5
PITKIN	54.0	51.0	24.5	10.5	35.5	3.0	55.5	10.0	50.0	43.0	32.0	3.0	5.0	24.0
SUMMIT	26.0	15.0	45.0	6.0	43.0	9.0	55.5	4.5	20.0	46.0	54.0	16.0	16.0	7.0
REGION 12														
GRAND	40.5	10.0	32.0	14.0	24.0	18.0	55.5	16.0	59.0	46.5	16.5	22.0	12.0	18.0
JACKSON	27.5	13.5	28.0	15.0	24.0	12.5	55.5	7.0	8.0	44.0	11.5	9.0	8.0	4.0
MOFFAT	31.0	31.5	33.0	55.0	44.0	42.0	36.5	30.0	41.0	30.0	13.5	42.5	22.5	10.0
RIO BLANCO	14.5	24.0	20.0	10.5	35.5	25.0	36.5	25.5	35.0	53.0	24.0	23.5	25.0	13.0
ROUTT	37.0	17.0	49.0	13.0	28.0	21.0	55.5	33.0	32.5	39.5	33.0	23.5	16.0	34.0

ECONOMIC

COUNTY	33 EVAL	34 % PRIV OWN	35 % UNDER 2999	36 % OVER 10000	37 GROSS INC	38 % POP UNEMP	39 NO RMS	40 MSE VAL	41 RENT	42 REG	43 LIC	44 % WRK TO WRK	45 % F 216	46 IN MARR	47 LABOR FORCE MARR W CH<6	48 M 16-24	49 B 285	50 % UNEMP CLF
REGION 1																		
LOGAN	11.0	17.0	53.0	11.0	16.0	50.5	19.0	20.5	25.5	33.0	44.0	27.0	25.0	30.0	42.0	44.0	31.0	53.0
MORGAN	13.0	12.0	48.0	19.0	21.0	47.0	19.0	24.0	25.5	32.0	46.0	35.5	27.0	29.0	44.0	9.0	18.5	44.0
PHILLIPS	38.0	7.0	35.0	36.0	40.0	60.0	6.5	42.0	51.5	13.0	42.0	41.5	44.5	39.5	26.0	14.0	27.0	58.5
SEDGWICK	45.0	3.0	49.0	21.0	50.0	49.0	12.0	51.0	56.5	16.0	29.0	54.5	20.5	16.0	10.0	2.0	17.0	51.0
WASHINGTON	19.0	13.0	32.0	32.5	24.0	53.0	12.0	46.5	54.0	14.0	47.0	30.0	51.0	58.0	57.0	8.0	5.0	28.5
YUMA	22.0	4.5	26.0	35.0	56.0	62.0	6.5	33.0	47.5	16.0	40.0	33.5	47.0	35.0	16.0	17.0	21.5	58.5
REGION 2																		
LARIMER	9.0	32.0	37.0	16.5	18.0	25.0	27.0	7.0	7.5	69.0	58.0	47.0	12.0	4.0	4.0	55.0	46.0	17.9
WELD	8.0	20.0	42.0	20.0	15.0	32.5	27.0	14.0	13.0	62.0	50.5	35.5	22.5	20.5	15.0	40.0	28.0	32.5
REGION 3																		
ADAMS	6.0	10.0	61.0	5.0	8.0	39.5	4.0	9.0	5.0	80.0	60.0	48.0	5.5	7.5	12.0	13.0	32.0	37.0
ARAPAHOE	4.0	22.0	59.0	8.0	1.0	36.5	1.5	2.5	8.5	83.0	61.0	54.5	7.5	15.0	25.0	22.0	37.0	49.0
BOULDER	5.0	30.0	55.0	10.0	5.0	39.5	19.0	5.0	4.0	84.0	59.0	50.5	10.0	10.0	23.0	51.0	43.5	28.5
CLEAR CREEK	26.0	62.0	44.5	18.0	11.0	56.5	68.0	11.0	19.0	91.0	12.0	57.0	13.0	28.0	18.5	28.0	23.0	32.5
DENVER	1.0	4.5	46.5	9.0	6.0	39.5	53.5	10.0	9.0	62.0	56.0	58.0	5.5	13.0	11.0	34.0	41.5	34.5
DOUGLAS	33.0	24.0	50.0	30.5	6.0	27.5	3.0	4.0	15.0	97.0	32.0	43.5	19.0	19.0	34.5	28.0	4.0	45.5
GILPIN	60.0	36.0	23.5	40.0	38.0	12.0	46.0	16.0	37.5	6.0	3.0	18.0	56.0	55.0	61.0	61.0	9.5	22.0
JEFFERSON	2.0	25.0	60.0	7.0	3.0	39.5	1.5	2.5	2.5	87.0	62.0	52.0	7.5	11.0	30.0	34.0	29.0	48.0
REGION 4																		
EL PASO	3.0	26.0	52.0	23.0	9.0	34.0	12.0	8.0	6.0	63.0	58.0	59.0	18.0	25.0	31.0	3.0	41.5	16.8
PARK	50.0	45.0	46.5	12.0	48.0	21.0	57.5	34.0	28.0	7.0	5.0	37.0	24.0	22.0	53.0	7.0	24.0	42.5
TELLER	53.0	35.0	27.0	37.0	30.0	10.0	38.0	30.0	21.5	16.0	10.0	22.0	40.5	46.0	34.5	27.0	58.0	38.0
REGION 5																		
CHEYENNE	44.0	2.0	38.0	14.0	51.0	55.0	6.5	58.0	54.5	26.0	48.5	33.5	33.5	54.0	43.0	6.0	6.0	56.0
ELBERT	40.0	11.0	16.0	41.5	33.0	53.0	12.0	49.0	41.0	12.0	57.0	45.0	44.5	38.0	5.0	31.0	1.5	54.0
KIT CARSON	26.0	6.0	41.0	32.5	36.0	49.0	12.0	22.0	33.5	10.0	34.0	30.0	40.5	35.0	21.5	15.5	18.5	56.0
LINCOLN	37.0	14.0	29.0	28.0	47.0	53.0	12.0	43.0	51.5	22.0	43.0	43.5	38.0	26.0	40.5	13.0	11.0	62.0
REGION 6																		
BACA	32.0	18.0	12.0	39.0	59.0	58.0	38.0	52.5	40.0	17.0	63.0	41.5	31.0	39.5	6.5	38.5	18.0	56.0
BENT	43.0	19.0	17.0	43.0	45.0	46.0	19.0	58.0	51.5	46.0	50.5	6.0	39.0	41.0	8.0	44.0	48.0	34.5
CROWLEY	58.0	16.0	13.0	50.0	57.0	5.0	27.0	11.0	60.5	95.0	41.6	3.0	62.0	62.0	51.0	25.0	59.0	15.8
KIOWA	42.0	9.0	44.5	26.0	26.0	45.0	12.0	46.5	44.0	9.0	52.0	27.0	49.0	42.0	54.0	19.5	9.5	61.0
OTERO	18.0	28.0	23.5	41.5	34.0	29.5	27.0	41.0	41.0	88.0	53.0	14.0	30.0	31.0	18.5	38.5	52.0	25.0
PROWERS	23.0	8.0	25.0	45.5	46.0	45.0	19.0	40.0	43.5	44.0	37.0	23.5	29.0	24.0	24.0	30.0	26.0	40.5

COUNTY	33 EVAL	34 % PRIV OWN	35 % UNDER 2999	36 % OVER 10000	37 GROSS INC	38 % POP UNEMP	39 NO PHS	40 MSE VAL	41 RENT	42 REG	43 LIC	44 N-WRK TO WRK	45 F 216	46 % IN MARR	47 LABOR FORCE MARR W CH<6	48 % MARR 16-24	49 % 285	50 % UNEMP CLF
REGION 7																		
CHAFFEE	35.0	59.0	30.0	20.5	28.0	13.0	38.0	27.5	31.5	42.0	24.0	15.0	33.5	32.0	28.0	59.0	39.0	10.5
CUSTER	59.0	31.0	8.0	59.0	60.0	11.0	6.5	48.0	62.0	2.0	7.0	30.0	58.0	63.0	48.5	62.5	12.0	26.0
FREMONT	20.0	37.0	15.0	48.0	32.0	23.5	27.0	32.0	37.5	48.0	35.0	4.0	50.0	50.0	47.0	56.0	37.0	28.5
HUERFANO	47.0	23.0	7.0	56.0	58.0	6.0	57.5	49.0	60.5	47.0	22.0	5.0	53.0	53.0	39.0	49.0	55.0	5.5
LAKE	15.0	56.0	57.0	13.0	7.0	50.5	38.0	38.5	16.0	46.0	28.0	25.0	37.0	43.0	52.0	23.0	30.0	47.0
LAS ANIMAS	24.0	15.0	11.0	51.0	55.0	15.0	48.0	40.0	56.5	49.0	21.0	7.0	48.0	49.0	37.5	58.0	49.5	10.5
PUEBLO	7.0	21.0	43.0	38.0	10.0	21.0	48.0	19.0	24.0	48.0	38.0	17.0	32.0	37.0	33.0	43.0	54.0	13.0
REGION 8																		
ALAMOSA	36.0	27.0	10.0	55.0	27.0	29.5	48.0	20.5	21.5	42.0	45.0	39.5	11.0	6.0	6.5	53.0	15.5	28.5
CONEJOS	48.0	49.0	2.0	61.5	61.0	2.0	27.0	62.0	59.0	41.0	30.0	2.0	57.0	56.0	21.5	52.0	53.0	14.0
COSTILLA	56.0	1.0	1.0	63.0	63.0	1.0	53.5	63.0	63.0	60.0	18.0	1.0	54.5	47.0	50.0	45.0	56.0	38.5
MINERAL	62.0	29.0	18.0	44.0	12.0	63.0	61.0	56.0	28.0	11.0	8.0	8.0	61.0	61.0	58.0	33.0	61.0	50.0
RIO GRANDE	29.0	44.0	6.0	57.0	35.0	35.0	19.0	37.0	45.0	40.0	39.0	27.0	22.5	20.5	45.0	21.0	33.0	19.5
SAGUACHE	49.0	50.0	3.0	53.0	53.0	4.0	27.0	60.0	58.0	39.0	26.0	9.0	59.5	57.0	48.5	10.0	8.0	31.0
REGION 9																		
ARCHULETA	54.0	48.0	5.0	58.0	49.0	3.0	57.5	55.0	43.5	43.0	17.0	10.5	43.0	52.0	55.0	32.0	40.0	2.0
DOLORES	58.0	42.5	20.5	47.0	31.0	21.0	38.0	57.0	55.0	15.0	20.0	12.0	59.5	60.0	27.0	14.0	13.0	9.0
LA PLATA	16.0	42.5	19.0	45.5	39.0	8.0	38.0	15.0	17.5	45.0	31.0	21.0	28.0	18.0	13.5	54.0	43.5	19.5
MONTEZUMA	30.0	52.0	14.0	54.0	37.0	14.0	38.0	31.0	28.0	38.0	36.0	10.5	35.5	35.0	46.0	47.0	45.0	4.0
SAN JUAN	61.0	63.0	62.0	16.5	42.0	39.5	27.0	52.5	41.0	93.0	6.0	23.5	63.0	59.0	59.0	46.0	61.0	60.0
REGION 10																		
DELTA	34.0	38.0	4.0	61.5	54.0	7.0	38.0	38.5	47.5	31.0	55.0	13.0	52.0	45.0	32.0	42.0	48.5	5.5
GUNNISON	41.0	56.0	35.0	22.0	44.0	17.5	57.5	12.5	11.0	41.0	16.0	19.0	20.5	9.0	20.0	60.0	36.0	8.0
HINSDALE	63.0	39.0	28.0	3.0	62.0	32.5	53.5	44.0	30.0	1.0	1.0	63.0	1.0	1.0	63.0	63.0	61.0	3.0
MONTROSE	21.0	51.0	9.0	60.0	29.0	17.5	38.0	25.5	39.0	38.0	33.0	20.0	35.5	33.0	37.5	19.5	51.0	13.0
OURAY	57.0	33.5	33.0	29.0	41.0	61.0	19.0	35.5	33.5	20.0	14.0	32.0	54.5	51.0	62.0	50.0	3.0	63.0
SAN MIGUEL	52.0	41.0	22.0	52.0	52.0	56.5	48.0	45.0	39.5	80.0	11.0	16.0	46.0	48.0	29.0	15.5	25.0	45.5
REGION 11																		
EAGLE	25.0	60.0	51.0	34.0	25.0	17.5	63.0	25.5	10.0	16.0	15.0	56.0	9.0	12.0	40.5	6.0	34.5	23.5
GARFIELD	17.0	46.0	39.0	15.0	18.0	27.5	48.0	12.5	14.0	99.0	97.0	53.0	16.0	23.0	30.0	26.0	21.5	23.5
MESA	10.0	54.0	20.5	49.0	17.0	23.5	38.0	18.0	17.5	37.0	48.5	38.0	17.0	17.0	18.0	41.0	47.0	17.5
PITKIN	14.0	61.0	35.0	6.0	2.0	26.0	61.0	1.0	1.0	5.0	9.0	62.0	3.0	5.0	9.0	35.0	1.5	7.0
SUMMIT	46.0	57.0	56.0	1.0	11.0	9.0	61.0	6.0	7.5	3.0	2.0	61.0	2.0	2.0	3.0	5.0	****	40.5
REGION 12																		
GRAND	39.0	55.0	40.0	25.0	43.0	39.5	53.5	23.0	21.5	4.0	4.0	60.0	4.0	3.0	1.0	57.0	7.0	38.5
JACKSON	51.0	47.0	63.0	28.0	19.0	17.5	27.0	35.5	31.5	8.0	13.0	39.5	42.0	44.0	60.0	11.0	20.0	1.0
MOFFAT	31.0	40.0	54.0	6.0	20.0	31.0	38.0	17.0	19.0	94.0	25.0	50.5	14.0	14.0	17.0	1.0	34.5	21.0
RIO BLANCO	12.0	53.0	56.0	7.0	23.0	19.5	38.0	27.5	35.5	96.0	19.0	49.0	15.0	7.5	2.0	37.0	15.5	52.0
ROUTT	27.0	33.5	31.0	47.0	22.0	45.0	38.0	99.0	21.5	95.0	23.0	48.0	26.0	27.0	56.0	29.0	38.0	42.5

ECONOMIC

COUNTY	51 % EMPL MFG	52 % EMPL WC	53 % EMPL GOVT	54 % CENS U-CT	55 MED INC	56 % INC <POV	57 % INC $15000	58 ----TOT EMPL % A CLL	59 % RL	60 % COL	61 %EMPL 21A---- % FAM W	% SEP W	62 MEAN INC	63 PER CAP INC PERSONS	64 % FAM SS	65 % FAM WELF	66 ----INC MEAN INC	67 <POV % ASSET	68 ----- FAM SIZE
REGION 1																			
LOGAN	26.0	24.5	57.0	30.5	23.0	36.0	25.0	24.5	41.5	95.5	21.5	30.0	29.0	42.0	48.0	44.0	42.0	30.5	
MORGAN	20.0	44.0	60.0	54.0	33.0	21.0	37.5	44.0	17.5	92.0	30.5	27.0	41.0	35.5	33.0	49.0	52.0	15.0	
PHILLIPS	36.0	42.0	46.0	31.0	39.0	19.5	40.5	42.0	13.5	91.0	42.0	29.0	20.0	6.0	30.5	57.0	25.5	24.0	
SEDGWICK	42.0	47.0	51.0	35.5	27.0	28.0	10.0	47.0	28.0	9.5	21.5	12.0	11.5	14.0	20.0	40.0	31.5	46.5	
WASHINGTON	47.0	58.0	32.0	33.0	49.0	23.5	35.0	58.0	6.0	17.0	60.0	37.0	36.0	18.0	42.5	44.0	49.5	41.0	
YUMA	50.0	51.0	56.0	56.5	53.0	25.5	47.5	51.0	16.0	15.0	35.0	49.0	39.0	12.0	26.5	53.0	39.0	34.5	
REGION 2																			
LARIMER	9.0	9.0	9.0	28.5	15.0	46.5	13.0	9.0	50.0	65.0	28.0	41.0	18.0	35.5	47.0	33.0	40.0	55.0	
WELD	11.0	24.5	38.0	19.0	21.0	34.0	21.0	24.5	36.0	95.5	30.5	34.0	25.0	43.0	30.5	37.0	24.0	17.0	
REGION 3																			
ADAMS	4.0	17.0	59.0	1.0	9.0	56.0	9.0	17.0	38.5	40.0	38.5	6.0	17.0	59.0	40.0	21.0	17.0	12.5	
ARAPAHOE	5.0	2.0	50.0	3.0	2.0	59.5	3.0	2.0	62.0	43.0	49.0	1.0	3.0	56.0	52.5	27.0	29.0	28.0	
BOULDER	3.0	4.0	12.0	14.0	5.0	58.0	5.0	4.0	60.0	41.5	36.0	13.0	6.0	51.0	49.0	35.0	41.0	48.5	
CLEAR CREEK	29.0	33.0	46.0	9.5	11.0	56.0	23.0	33.0	31.0	45.0	7.0	10.0	8.0	54.0	57.0	29.0	45.0	56.0	
DENVER	10.0	6.0	45.0	15.0	12.0	48.5	7.0	6.0	58.0	47.0	29.0	11.0	5.0	26.0	23.0	29.0	3.0	26.0	
DOUGLAS	8.0	16.0	39.0	4.0	6.0	53.0	4.0	16.0	47.0	94.0	40.0	3.0	7.0	52.0	40.0	41.0	56.0	51.0	
GILPIN	15.0	1.0	40.0	5.0	31.0	31.0	14.0	1.0	51.0	41.0	63.0	53.0	19.0	28.0	40.0	32.0	60.0	58.0	
JEFFERSON	6.0	3.0	42.0	2.0	3.0	61.0	4.0	3.0	59.0	45.0	56.0	2.0	4.0	57.0	59.0	24.0	44.0	30.5	
REGION 4																			
EL PASO	14.0	7.0	18.0	61.0	16.0	48.0	12.0	7.0	55.0	55.0	17.0	24.0	15.0	58.0	50.0	24.0	35.5	32.0	
PARK	19.0	45.0	28.0	11.5	52.0	5.0	47.0	45.0	45.0	18.5	4.5	45.0	37.0	13.0	36.0	51.0	53.0	33.0	
TELLER	17.5	15.0	22.0	6.0	40.0	25.5	33.0	15.0	49.0	46.5	13.5	35.0	32.0	48.0	42.5	28.0	9.0	50.0	
REGION 5																			
CHEYENNE	55.5	57.0	19.0	62.0	48.0	16.0	36.0	57.0	12.0	6.0	51.0	43.0	49.0	16.0	29.0	50.0	38.0	19.0	
ELBERT	23.5	54.0	29.0	8.0	44.0	40.5	46.0	54.0	7.0	11.5	69.0	42.0	47.0	19.0	47.0	47.0	54.0	53.0	
KIT CARSON	41.0	40.0	54.5	60.0	34.0	22.0	19.0	40.0	21.0	11.5	53.0	17.0	22.0	47.0	35.0	54.0	46.0	17.0	
LINCOLN	57.0	50.0	34.0	35.5	29.0	23.5	42.5	40.0	17.5	23.0	25.5	40.0	42.0	23.5	24.5	55.0	34.0	45.0	
REGION 6																			
BACA	60.0	41.0	27.0	58.0	51.0	13.0	15.0	41.0	24.0	8.0	37.0	33.0	27.0	22.0	38.0	54.0	49.5	27.0	
BENT	43.0	46.0	1.0	37.5	55.0	12.0	58.5	46.0	40.0	90.0	6.0	54.0	58.0	29.5	40.0	20.0	28.0	23.0	
CROWLEY	25.0	52.0	7.0	7.0	58.0	7.0	61.0	52.0	19.0	7.0	68.0	58.0	59.0	4.0	5.0	38.0	16.0	42.0	
KIOWA	32.0	60.0	10.0	41.5	54.0	20.0	46.0	60.0	11.0	3.0	38.5	44.0	52.0	32.5	61.0	59.0	60.0	60.0	
OTERO	13.0	26.5	34.0	28.5	44.0	14.5	50.0	26.5	43.0	46.0	9.0	52.0	57.0	15.0	13.5	12.0	14.0	10.0	
PROWERS	22.0	36.0	49.0	40.0	50.0	11.0	39.0	36.0	27.0	18.5	21.5	48.0	48.0	27.0	10.0	9.0	11.0	7.0	

COUNTY	51 % EMPL MFG	52 % EMPL MC	53 % EMPL GOVT	54 % GENS U=PT	55 MED INC	56 % INC <POV	57 % INC ≥ 15000	58 % W COL	59 % BL COL	60 % EMPL FRM	61A % W SER	62 MEAN INC	63 PER CAP INC PERSONS	64 % FAM SS	65 % FAM WELF	66 MEAN INC	67 %<POV ASST	68 FAM SIZE
REGION 7																		
CHAFFEE	35.0	18.0	36.0	13.0	22.0	45.0	58.0	18.0	34.5	49.0	33.5	28.0	40.0	25.0	28.0	25.0	13.0	52.0
CUSTER	21.0	63.0	34.0	11.5	60.0	8.0	58.5	63.0	9.0	2.0	46.5	59.0	58.0	10.0	8.0	31.0	51.0	57.0
FREMONT	7.0	26.5	26.0	18.0	47.0	29.0	51.5	26.5	22.0	46.5	11.0	51.0	44.0	1.0	16.0	23.0	30.0	54.0
HUERFANO	37.0	32.0	13.0	23.0	58.0	4.0	56.0	32.0	24.0	37.5	18.5	46.0	51.0	5.0	4.0	7.0	7.0	17.0
LAKE	44.0	55.0	62.0	55.0	14.0	58.0	36.0	45.0	8.0	48.0	44.5	19.0	26.0	60.0	57.0	14.0	43.0	29.0
LAS ANIMAS	38.5	30.0	5.0	50.5	56.0	6.0	53.0	30.0	38.0	20.0	10.0	60.0	60.0	3.0	7.0	10.0	5.0	12.5
PUEBLO	2.0	20.0	11.0	52.5	19.0	19.0	27.0	20.0	37.0	41.5	13.5	21.0	30.0	32.5	22.0	13.0	8.0	22.0
REGION 8																		
ALAMOSA	38.5	11.0	8.0	20.0	43.0	10.0	29.0	11.0	57.0	28.0	12.0	56.0	53.0	45.0	24.5	18.0	19.0	21.0
CONEJOS	30.0	56.0	6.0	17.0	61.0	1.0	62.0	66.0	20.0	4.0	25.5	63.0	63.0	9.0	2.0	11.0	6.0	3.0
COSTILLA	40.0	12.0	3.0	34.0	62.0	2.0	51.5	12.0	53.0	5.0	55.0	61.0	62.0	20.0	1.0	5.0	1.0	5.0
MINERAL	58.0	48.0	24.0	52.5	10.0	40.5	57.0	48.0	3.0	61.0	01.0	16.0	34.0	39.0	11.0	42.0	2.0	8.0
RIO GRANDE	28.0	31.0	44.0	44.5	45.0	14.5	26.0	31.0	44.0	13.0	26.0	32.0	50.0	41.0	9.0	1.0	10.0	1.5
SAGUACHE	47.0	62.0	52.5	25.0	63.0	3.0	55.0	62.0	13.5	1.0	54.0	57.0	61.0	8.0	3.0	6.0	12.0	6.0
REGION 9																		
ARCHULETA	1.0	38.0	18.0	32.0	37.0	32.5	42.5	38.0	8.0	14.0	51.0	23.0	46.0	39.0	6.0	4.0	22.0	1.5
DOLORES	23.5	61.0	17.0	10.0	29.0	44.0	16.0	61.0	1.0	61.0	59.0	15.0	31.0	7.0	18.5	36.0	18.0	59.0
LA PLATA	34.0	10.0	21.0	48.0	30.0	27.0	24.0	10.0	59.0	14.0	21.5	39.0	35.0	23.5	23.0	16.0	27.0	14.0
MONTEZUMA	27.0	21.0	20.0	39.0	39.0	18.5	44.5	21.0	39.0	43.0	18.5	38.0	56.0	31.0	17.0	15.0	35.5	11.0
SAN JUAN	62.0	29.0	[illegible]	48.0	13.0	62.0	44.5	29.0	10.0	41.0	44.5	20.0	13.0	63.0	26.5	****	60.0	****
REGION 10																		
DELTA	17.5	43.0	43.0	28.0	57.0	9.0	46.0	43.0	20.0	14.0	42.0	55.0	55.0	2.0	12.0	39.0	31.5	43.0
GUNNISON	52.5	13.0	2.0	41.5	34.0	42.0	20.0	13.0	54.0	31.0	8.0	62.0	28.0	53.0	54.5	41.0	55.0	39.0
HINSDALE	62.0	5.0	27.0	26.0	1.0	63.0	1.0	5.0	54.0	41.0	62.0	4.0	1.0	46.0	63.0	****	60.0	****
MONTROSE	33.0	28.0	30.0	27.0	28.0	17.0	31.0	28.0	23.0	27.0	33.5	26.0	43.0	29.5	15.0	19.0	25.5	20.0
OURAY	62.0	59.0	41.0	16.0	41.0	36.0	63.0	59.0	2.0	59.5	51.0	50.0	38.0	11.0	13.5	2.0	23.0	48.5
SAN MIGUEL	59.0	69.0	52.5	46.0	42.0	38.0	60.0	69.0	5.0	84.0	58.0	67.0	45.0	34.0	32.0	46.0	15.0	40.0
REGION 11																		
EAGLE	47.0	53.0	61.0	22.0	18.0	52.0	17.0	53.0	25.0	37.5	2.0	8.0	11.5	55.0	51.0	6.0	48.0	6.0
GARFIELD	45.0	23.0	58.0	21.0	20.0	50.0	18.0	23.0	61.5	31.5	16.0	16.0	16.0	21.0	34.0	30.0	21.0	38.0
MESA	16.0	14.0	37.0	36.5	25.0	36.0	22.0	14.0	68.0	12.0	32.0	25.0	23.0	17.0	18.5	34.0	20.0	36.5
PITKIN	52.5	8.0	63.0	30.0	4.0	56.0	2.0	8.0	63.0	68.0	4.5	5.0	2.0	62.0	54.5	17.0	47.0	25.0
SUMMIT	55.5	22.0	54.5	43.0	7.0	53.0	8.0	22.0	61.0	39.0	1.0	9.0	9.0	61.0	62.0	60.0	60.0	9.0
REGION 12																		
GRAND	31.0	35.0	23.0	37.5	17.0	49.0	37.5	35.0	46.0	31.5	3.0	18.0	14.0	50.0	37.0	3.0	4.0	46.0
JACKSON	12.0	39.0	16.0	63.0	9.0	59.5	11.0	39.0	15.0	9.5	57.0	7.0	10.0	39.0	45.0	****	60.0	****
MOFFAT	54.0	19.0	15.0	44.5	24.0	32.5	36.0	19.0	30.0	44.0	44.5	22.0	21.0	44.0	52.5	58.0	37.0	46.5
RIO BLANCO	51.0	34.0	6.0	59.0	24.0	41.0	32.0	34.0	33.0	16.0	27.0	36.0	33.0	49.0	45.0	52.0	60.0	34.5
ROUTT	40.0	37.0	31.0	48.0	35.0	30.0	28.0	37.0	22.0	39.5	15.0	31.0	24.0	37.0	45.0	48.0	33.0	36.5

COUNTY	ECONOMIC 60 INCOME PO	PU	71
	B F HO	A ALL	B 55
REGION 1			
LOGAN	37.5	39.5	20.0
MORGAN	47.0	24.0	20.5
PHILLIPS	50.0	17.0	7.0
SEDGWICK	33.5	29.0	19.0
WASHINGTON	54.5	30.5	16.0
YUMA	54.5	22.5	14.0
REGION 2			
LARIMER	34.0	42.0	38.5
WELD	33.5	28.0	47.0
REGION 3			
ADAMS	5.0	68.0	59.0
ARAPAHOE	4.0	62.0	47.0
BOULDER	21.0	58.0	47.0
CLEAR CREEK	3.0	59.0	28.0
DENVER	4.0	41.0	27.0
DOUGLAS	53.0	56.0	23.0
GILPIN	62.0	19.0	1.0
JEFFERSON	13.0	63.0	41.0
REGION 4			
EL PASO	4.0	50.0	45.0
PARK	44.0	7.0	29.5
TELLER	45.0	33.0	29.5
REGION 5			
CHEYENNE	58.0	18.0	33.5
ELBERT	47.0	44.0	32.0
KIT CARSON	59.0	26.5	43.0
LINCOLN	30.0	31.5	5.5
REGION 6			
BACA	57.0	11.5	29.5
BENT	19.0	14.0	35.5
CROWLEY	49.0	8.0	9.0
KIOWA	50.0	38.0	3.0
OTERO	29.0	13.0	18.0
PROWERS	27.0	8.0	54.0

COUNTY	69	70	71
	INCUMBENT		
	R	R	R
	F HD	ALL	SS
REGION 7			
CHAFFEE	10.0	47.0	9.0
CUSTER	14.0	11.5	5.5
FREMONT	29.0	25.0	2.0
HUERFANO	28.0	4.5	42.0
LAKE	7.0	58.0	26.0
LAS ANIMAS	22.0	4.5	40.0
PUEBLO	17.0	39.5	35.0
REGION 8			
ALAMOSA	20.0	15.0	53.5
CONEJOS	35.0	1.0	57.0
COSTILLA	37.5	3.0	60.0
MINERAL	7.0	44.0	49.0
RIO GRANDE	44.0	9.5	53.5
SAGUACHE	43.0	2.0	49.0
REGION 9			
ARCHULETA	52.0	26.5	55.0
DOLORES	26.0	55.0	19.0
LA PLATA	25.0	23.0	25.0
MONTEZUMA	15.0	21.0	44.0
SAN JUAN	1.0	57.0	17.0
REGION 10			
DELTA	42.0	9.5	14.5
GUNNISON	39.5	19.0	41.0
HINSDALE	62.0	35.0	63.0
MONTROSE	30.5	19.0	33.5
OURAY	41.0	36.0	4.0
SAN MIGUEL	8.0	43.0	13.0
REGION 11			
EAGLE	31.0	53.0	51.0
GARFIELD	36.0	51.0	14.5
MESA	17.0	37.0	22.0
PITKIN	11.0	52.0	62.0
SUMMIT	24.0	48.0	52.0
REGION 12			
GRAND	32.0	49.0	58.0
JACKSON	62.0	61.0	38.5
MOFFAT	36.0	34.0	11.0
RIO BLANCO	60.0	45.0	31.0
ROUTT	51.0	31.5	38.5

COUNTY	HEALTH 72 BIRTH	73 DEATH	74 HEART	75 MAL N	76 CER DIS	77 ACC	78 INF PNE	79 FAM INC	80 APT	81 CIRC	82 SUIC	83 EMPH	84 CONG	85 DIAB	86 CIRH	87 OTH	88 LOW	89 ID
REGION 1																		
LOGAN	36.5	34.0	18.5	14.0	44.5	16.5	31.5	16.5	31.5	19.0	21.5	20.5	7.0	30.0	20.5	56.0	34.5	11.0
MORGAN	36.5	31.0	18.5	49.0	33.5	16.5	15.5	16.5	19.0	30.5	52.5	44.5	19.0	18.0	20.5	27.0	53.0	18.0
PHILLIPS	53.0	6.0	9.0	35.5	2.0	5.0	56.5	53.5	20.5	19.0	52.5	32.5	46.0	6.5	45.0	44.0	59.0	56.5
SEDGWICK	50.5	7.0	46.5	2.5	71.0	42.0	1.5	53.5	50.5	4.0	12.0	57.0	46.0	30.0	45.0	10.5	61.0	56.5
WASHINGTON	58.0	28.0	18.5	35.5	33.5	37.0	24.0	12.0	20.5	40.5	8.0	32.5	46.0	50.0	45.0	27.0	12.0	12.5
YUMA	55.0	12.0	18.5	35.5	7.0	58.0	43.0	39.5	3.5	19.0	35.0	32.5	46.0	3.0	45.0	9.5	50.0	16.0
REGION 2																		
LARIMER	26.5	45.5	31.0	35.5	44.5	42.0	43.0	39.5	20.5	30.5	35.0	44.5	19.0	30.0	20.5	49.0	57.0	46.0
WELD	25.0	44.0	31.0	35.5	38.5	37.0	31.5	39.5	20.5	19.0	52.5	32.5	19.0	18.0	45.0	44.0	45.0	42.5
REGION 3																		
ADAMS	4.5	61.0	59.0	53.0	57.5	47.0	43.0	16.5	31.5	30.5	21.5	44.5	19.0	30.0	20.5	56.0	25.0	21.0
ARAPAHOE	41.0	60.0	46.5	49.0	52.0	51.0	43.0	39.5	31.5	30.5	21.5	44.5	19.0	30.0	20.5	56.0	38.0	42.5
BOULDER	29.5	58.0	46.5	35.5	52.0	51.0	31.5	39.5	31.5	30.5	21.5	44.5	19.0	30.0	45.0	44.0	54.0	41.0
CLEAR CREEK	23.5	45.5	46.5	54.0	21.0	16.5	43.0	28.0	20.5	40.5	52.5	13.5	46.0	50.0	45.0	49.0	26.5	38.0
DENVER	14.5	20.0	18.5	14.0	21.0	42.0	15.5	28.0	20.5	49.0	12.0	32.5	19.0	30.0	3.0	27.0	22.5	36.0
DOUGLAS	31.0	42.5	31.0	35.5	21.0	26.0	15.5	28.0	50.5	40.5	8.0	32.5	46.0	50.0	45.0	59.0	17.0	34.0
GILPIN	45.5	23.0	46.5	14.0	7.0	5.0	56.5	53.5	50.5	40.5	2.0	1.0	46.0	50.0	45.0	42.0	9.0	56.5
JEFFERSON	34.0	59.0	46.5	35.5	52.0	51.0	43.0	28.0	31.5	30.5	21.5	44.5	19.0	30.0	20.5	48.0	44.0	35.0
REGION 4																		
EL PASO	6.0	56.0	46.5	49.0	48.5	47.0	31.5	16.5	31.5	30.5	35.0	44.5	19.0	30.0	20.5	48.0	24.0	24.0
PARK	62.0	32.5	18.5	55.5	33.5	62.0	56.5	53.5	5.5	2.0	5.5	9.5	46.0	50.0	45.0	27.0	41.0	56.5
TELLER	11.0	52.0	46.5	35.5	57.5	54.5	31.5	53.5	50.5	40.5	52.5	5.5	46.0	50.0	45.0	27.0	18.0	56.5
REGION 5																		
CHEYENNE	43.5	38.5	31.0	81.5	21.0	16.5	56.5	4.5	50.5	40.5	52.5	57.0	46.0	50.0	45.0	10.5	5.5	4.0
ELBERT	63.0	24.0	9.0	14.0	52.0	58.5	56.5	16.5	12.0	40.5	12.0	20.5	46.0	50.0	3.0	10.5	21.0	12.5
KIT CARSON	32.5	41.0	46.5	35.5	7.0	31.0	46.0	53.5	50.5	11.0	52.5	44.5	19.0	50.0	45.0	49.0	31.0	56.5
LINCOLN	60.0	6.5	2.0	2.5	59.5	58.0	24.0	28.0	50.5	40.5	52.5	57.0	46.0	18.0	45.0	59.0	7.0	30.0
REGION 6																		
BACA	45.5	8.5	9.0	35.5	21.0	16.5	15.5	9.5	7.5	6.5	21.5	13.5	46.0	50.0	45.0	27.0	11.0	7.0
BENT	55.0	36.0	46.5	14.0	38.5	47.0	15.5	28.0	50.5	40.5	21.5	20.5	46.0	50.0	45.0	10.5	60.0	40.0
CROWLEY	61.0	1.0	2.0	2.5	7.0	54.5	7.0	1.5	12.0	40.5	12.0	20.5	46.0	50.0	3.0	27.0	10.0	1.0
KIOWA	59.0	21.5	5.0	14.0	21.0	47.0	15.5	53.5	50.5	40.5	52.5	57.0	46.0	50.0	45.0	49.0	20.0	56.5
OTERO	43.5	10.0	9.0	14.0	21.0	31.0	31.5	16.5	50.5	1.0	12.0	20.5	19.0	10.5	45.0	27.0	51.0	20.0
PROWERS	7.0	16.0	18.5	35.5	21.0	16.5	15.5	28.0	3.5	30.5	52.5	20.5	46.0	18.0	20.5	49.0	55.5	43.0

COUNTY	72 BIRTH	73 DEATH	74 HEART	75 MAL N	76 CER DIS	77 ACC	78 INF PAE	79 FAM INF	80 ART	81 CIRC	82 SUTC	83 EMPH	84 CONG	85 DIAB	86 CIRH	87 OTH	88 LOW	89 ID
REGION 7																		
CHAFFEE	48.5	30.0	31.0	14.0	38.5	31.0	43.0	28.0	50.5	50.5	21.5	20.5	19.0	18.0	10.0	27.0	34.5	23.0
CUSTER	57.0	18.0	46.5	35.5	2.0	16.5	56.5	53.5	50.5	1.0	52.5	3.0	1.0	1.5	45.0	27.0	1.5	2.0
FREMONT	50.5	2.0	18.5	14.0	2.0	31.0	7.0	28.0	1.0	19.0	35.0	44.5	46.0	18.0	10.0	10.5	16.0	25.0
HUERFANO	55.0	3.5	4.0	35.5	21.0	5.0	15.5	53.5	20.5	11.0	21.5	32.5	46.0	6.5	10.0	10.5	58.0	56.5
LAKE	2.0	47.0	59.0	35.5	21.0	16.5	24.0	7.0	31.5	30.5	35.0	44.5	46.0	50.0	10.0	27.0	1.5	14.5
LAS ANIMAS	40.0	11.0	9.0	14.0	38.5	47.0	15.5	28.0	28.5	30.5	52.5	44.5	19.0	8.0	10.0	27.0	36.0	32.0
PUEBLO	17.5	38.5	31.0	35.5	38.5	42.0	31.5	28.0	31.5	30.5	35.0	32.5	19.0	18.0	10.0	37.5	26.5	29.0
REGION 8																		
ALAMOSA	16.0	50.0	46.5	35.5	48.5	26.0	15.5	53.5	50.5	30.5	35.0	44.5	46.0	10.5	20.5	42.0	29.0	56.5
CONEJOS	9.5	49.0	46.5	35.5	52.0	54.5	31.5	16.5	31.5	30.5	35.0	57.0	19.0	30.0	45.0	10.5	29.0	28.0
COSTILLA	34.5	28.0	46.5	14.0	21.0	16.5	56.5	53.5	12.0	11.0	52.5	20.5	3.5	10.5	45.0	10.5	14.0	27.0
MINERAL	42.0	51.0	59.0	35.5	42.5	62.0	56.5	53.5	50.5	50.5	52.5	3.0	46.0	50.0	45.0	2.5	5.5	56.5
RIO GRANDE	21.0	13.5	18.5	14.0	7.0	37.0	7.0	39.5	7.5	50.5	21.5	32.5	19.0	30.0	20.5	10.5	19.0	44.0
SAGUACHE	13.0	25.5	31.0	51.5	21.0	16.5	3.5	9.5	50.5	5.0	52.5	9.5	46.0	10.5	45.0	10.5	13.0	14.5
REGION 9																		
ARCHULETA	19.5	53.0	31.0	58.0	44.5	37.0	5.0	53.5	50.5	50.5	52.5	57.0	46.0	50.0	45.0	59.0	32.5	26.0
DOLORES	23.5	42.5	59.0	35.5	44.5	5.0	56.5	53.5	50.5	50.5	52.5	3.0	46.0	4.5	45.0	27.0	62.5	56.5
LA PLATA	22.0	40.0	31.0	35.5	44.5	42.0	43.0	28.0	2.0	19.0	21.5	20.5	7.0	18.0	10.0	49.0	49.0	22.0
MONTEZUMA	30.0	32.5	46.5	35.5	21.0	16.5	15.5	53.5	31.5	50.5	35.0	32.5	3.5	30.0	10.0	27.0	41.0	47.0
SAN JUAN	4.0	37.0	59.0	14.0	21.0	5.0	56.5	53.5	50.5	50.5	52.5	57.0	46.0	1.5	45.0	69.0	29.0	56.5
REGION 10																		
DELTA	52.0	5.0	9.0	14.0	7.0	16.5	15.5	39.5	12.0	11.0	35.0	9.5	19.0	30.0	45.0	10.5	55.5	49.0
GUNNISON	35.0	62.0	31.0	58.0	61.0	60.0	56.5	16.5	50.5	50.5	35.0	20.5	46.0	50.0	45.0	56.0	22.5	31.0
HINSDALE	1.0	3.5	9.0	61.5	62.5	1.0	56.5	53.5	50.5	50.5	52.5	57.0	46.0	50.0	45.0	1.0	62.5	56.5
MONTROSE	26.5	15.0	31.0	14.0	21.0	26.0	43.0	9.5	5.5	11.0	21.5	32.5	19.0	18.0	45.0	27.0	46.0	8.5
OURAY	32.5	28.0	46.5	14.0	7.0	5.0	56.5	53.5	50.5	50.5	3.5	5.5	46.0	4.5	45.0	62.0	52.0	56.5
SAN MIGUEL	19.5	13.5	2.0	2.5	21.0	5.0	56.5	1.5	50.5	50.5	5.5	9.5	46.0	50.0	45.0	27.0	47.5	3.0
REGION 11																		
EAGLE	5.0	56.0	46.5	58.0	55.5	31.0	31.5	4.5	31.5	50.5	52.5	20.5	46.0	50.0	20.5	27.5	4.0	8.5
GARFIELD	28.5	19.0	18.5	35.5	21.0	16.5	15.5	28.0	31.5	11.0	35.0	9.5	46.0	18.0	20.5	27.0	41.0	39.0
MESA	48.5	17.0	18.5	14.0	21.0	31.0	31.5	39.5	12.0	19.0	35.0	20.5	19.0	18.0	3.0	27.0	46.0	33.0
PITKIN	12.0	63.0	63.0	51.5	59.5	31.0	43.0	9.5	20.5	50.5	52.5	57.0	7.0	50.0	10.0	60.0	47.5	10.0
SUMMIT	8.0	56.0	59.0	61.5	55.5	62.0	1.5	4.5	50.5	6.5	8.0	57.0	46.0	50.0	45.0	10.5	3.0	6.0
REGION 12																		
GRAND	14.5	48.0	31.0	55.5	44.5	37.0	15.5	28.0	20.5	50.5	1.0	57.0	46.0	30.0	45.0	54.0	39.0	37.0
JACKSON	3.0	54.0	59.0	61.5	21.0	16.5	3.5	53.5	50.5	50.5	3.5	57.0	2.0	50.0	45.0	52.0	15.0	19.0
MOFFAT	47.0	35.0	31.0	35.5	33.5	48.0	31.5	53.5	12.0	11.0	21.5	9.5	7.0	50.0	45.0	10.5	37.0	45.0
RIO BLANCO	36.5	21.5	18.5	14.0	38.5	16.5	43.0	28.0	50.5	50.5	21.5	57.0	46.0	50.0	45.0	10.5	32.5	17.0
ROUTT	17.5	25.5	46.5	14.0	21.0	16.5	31.5	4.5	50.5	19.0	52.5	32.5	7.0	50.0	3.0	27.0	8.0	5.0

HEALTH

COUNTY	90 IN 1 YR	91 FETAL	92 FETAL - 20 WK	93 P/ MD	94 P/ DO	95 P/ RN	96 P/ CNM	97 P/ ODS	98 P/ D HYG	99 P/ PHTO	100 P/ CHIRO-PR	101 P/ CHIR-OPR	102 P/ DIET	103 P/ PHYS THER	104 HOSP OC	105 HH HC	106 SYPH	107 SAL
REGION 1																		
LOGAN	16.0	17.0	10.0	41.0	20.0	51.0	13.0	7.0	****	23.0	11.0	14.0	3.0	12.0	37.0	38.0	10.0	39.0
MORGAN	17.0	34.0	10.0	14.0	3.0	20.0	****	23.0	****	17.0	****	22.0	6.0	3.0	27.0	32.0	22.5	10.5
PHILLIPS	58.0	26.0	2.0	13.0	31.0	56.0	****	33.0	****	****	****	****	29.0	****	36.0	22.0	47.0	39.0
SEDGWICK	58.0	41.0	55.0	20.0	****	34.0	****	10.0	****	****	****	****	22.0	****	43.0	13.0	47.0	39.0
WASHINGTON	19.5	36.0	55.0	7.0	22.0	12.0	****	****	****	****	****	21.0	****	****	38.0	17.0	47.0	39.0
YUMA	11.0	58.0	55.0	34.0	****	17.0	14.0	14.0	****	14.0	****	28.0	****	****	28.0	13.0	47.0	39.0
REGION 2																		
LARIMER	46.0	14.0	34.5	47.0	2.0	46.0	1.0	43.0	11.0	11.0	5.0	14.0	27.0	19.0	20.0	36.0	47.0	39.0
WELD	36.0	22.0	28.0	40.0	15.0	45.0	9.0	16.0	6.0	8.0	4.0	13.0	11.0	1.0	16.0	35.0	22.5	5.0
REGION 3																		
ADAMS	27.0	8.0	20.0	11.0	9.0	47.0	10.0	9.0	8.0	3.0	1.0	1.0	1.0	10.0	18.0	19.0	22.5	10.5
ARAPAHOE	41.0	12.0	13.0	45.0	12.0	59.0	7.0	32.0	18.0	7.0	6.0	3.0	21.0	20.0	13.0	24.0	22.5	10.5
BOULDER	45.0	1.0	21.0	54.0	7.0	54.0	7.0	44.0	20.0	13.0	10.0	5.0	17.0	21.0	3.0	27.0	47.0	39.0
CLEAR CREEK	47.0	6.0	55.0	11.0	****	27.0	****	****	19.0	****	****	****	18.0	****	****	****	10.0	39.0
DENVER	38.0	4.0	9.0	54.0	14.0	61.0	2.5	68.0	22.0	15.0	12.0	20.0	24.0	22.0	6.0	30.0	10.0	2.0
DOUGLAS	21.0	28.0	55.0	6.0	****	22.0	15.0	15.0	9.0	****	****	****	26.0	****	****	25.0	47.0	39.0
GILPIN	8.0	3.0	55.0	34.0	****	5.0	****	****	****	****	****	****	****	****	****	****	47.0	39.0
JEFFERSON	40.0	7.0	29.0	42.0	4.0	57.0	9.0	17.0	18.0	4.0	3.0	2.0	14.0	9.0	9.0	24.0	47.0	10.5
REGION 4																		
EL PASO	23.0	10.0	28.0	48.0	11.0	42.0	2.5	37.0	12.0	2.0	2.0	9.0	12.0	16.0	8.0	17.0	22.5	39.0
PARK	58.0	61.5	55.0	43.0	****	44.0	****	****	****	****	****	****	30.0	****	18.0	2.0	47.0	39.0
TELLER	58.0	11.0	33.0	24.0	24.0	29.0	****	****	****	****	****	****	23.0	****	****	20.5	47.0	39.0
REGION 5																		
CHEYENNE	5.0	20.0	12.0	36.0	****	58.0	****	29.0	****	****	****	****	****	****	5.0	1.0	47.0	39.0
ELBERT	19.5	36.0	55.0	****	****	11.0	****	****	****	****	****	****	19.0	****	****	23.0	47.0	39.0
KIT CARSON	51.0	53.0	55.0	16.0	****	23.0	****	8.0	****	30.0	****	26.0	****	****	21.5	6.5	47.0	39.0
LINCOLN	39.0	5.0	28.0	1.0	23.0	10.0	****	28.0	****	****	****	****	****	****	1.0	4.0	47.0	39.0
REGION 6																		
BACA	12.5	27.0	3.0	49.0	21.0	25.0	****	16.0	****	****	****	19.0	****	****	39.5	****	4.0	39.0
BENT	12.5	46.0	37.0	12.0	19.0	48.0	****	2.0	****	90.0	16.0	16.0	29.0	****	33.5	20.5	47.0	39.0
CROWLEY	1.0	51.0	55.0	7.0	27.0	1.0	****	****	****	****	****	****	****	****	****	****	47.0	39.0
KIOWA	58.0	20.0	5.0	****	33.0	34.0	****	35.0	****	****	****	****	****	****	21.5	8.5	47.0	39.0
OTERO	14.0	42.0	41.0	31.0	10.0	32.0	6.0	5.0	****	95.0	8.0	6.0	16.0	13.0	14.0	10.0	22.5	39.0
PROWERS	44.0	57.0	42.0	48.0	****	16.0	****	20.0	****	28.0	****	15.0	****	6.0	35.0	13.0	22.5	39.0

COUNTY	90 ID 1 YR	91 FETAL	92 FETAL - 20 WK	93 P/ MD	94 P/ DO	95 P/ PA	96 P/ NRA	97 +/ DDS	98 P/ D HYG	99 P/ OPTO	100 P/ CHIRO-PR	101 P/ CHIR-OPR	102 P/ DIET	103 P/ PHYS THER	104 HOSP OC	105 NH OC	106 SYPH	107 SAL
REGION 7																		
CHAFFEE	22.0	31.0	11.0	34.0	****	38.0	****	36.0	****	27.0	****	8.0	8.0	11.0	11.5	33.0	47.0	39.0
CUSTER	4.0	61.5	55.0	56.0	****	36.0	****	****	****	****	****	****	****	****	****	****	47.0	39.0
FREMONT	34.0	49.0	43.0	32.0	16.0	37.0	****	34.0	1.0	10.0	****	31.0	2.0	2.0	7.0	34.0	5.0	39.0
HUERFANO	58.0	47.5	38.5	41.0	17.0	13.0	16.0	10.0	****	16.0	****	****	****	****	18.0	8.5	47.0	39.0
LAKE	8.5	38.0	18.5	2.0	13.0	26.0	****	3.0	****	****	****	****	****	9.0	****	24.0	30.0	22.5	10.5
LAS ANIMAS	43.0	52.0	55.0	15.0	4.0	18.5	****	4.0	2.0	5.0	****	25.0	4.0	****	11.5	40.0	22.5	39.0
PUEBLO	31.0	25.0	34.0	50.0	1.0	49.5	5.0	26.0	6.0	1.0	13.0	****	20.0	4.0	4.0	6.5	22.5	5.0
REGION 8																		
ALAMOSA	50.0	56.0	45.0	49.0	****	52.0	11.0	47.0	7.0	29.0	****	7.0	****	6.0	30.5	17.0	22.5	10.5
CONEJOS	24.5	44.0	13.5	3.0	****	6.0	****	1.0	****	****	****	10.0	****	****	25.5	****	22.5	39.0
COSTILLA	37.0	55.0	23.0	51.0	****	35.0	****	46.0	23.0	****	****	****	****	****	****	****	2.5	39.0
MINERAL	58.0	20.0	1.0	****	****	49.5	****	****	****	****	****	****	****	****	****	****	47.0	39.0
RIO GRANDE	49.0	40.0	31.5	30.0	****	28.0	****	21.0	****	9.0	****	****	****	****	33.5	30.0	22.5	39.0
SAGUACHE	8.5	9.0	4.0	4.0	****	24.0	****	****	****	****	****	****	****	****	****	****	47.0	2.0
REGION 9																		
ARCHULETA	35.0	32.0	22.0	8.0	28.0	2.0	****	****	****	****	****	27.0	****	****	****	****	47.0	39.0
DOLORES	58.0	47.5	6.0	****	****	4.0	****	****	****	****	****	****	****	****	****	****	2.5	39.0
LA PLATA	28.0	39.0	28.0	55.0	****	55.0	12.0	40.0	17.0	21.0	9.0	17.0	7.0	5.0	10.0	11.0	10.0	5.0
MONTEZUMA	29.5	59.0	46.0	23.0	****	21.0	****	22.0	****	29.0	****	4.0	5.0	7.0	15.0	41.0	10.0	39.0
SAN JUAN	58.0	61.5	55.0	46.0	****	7.0	****	****	****	****	****	****	****	****	****	****	47.0	39.0
REGION 10																		
DELTA	52.0	43.0	44.0	25.0	5.0	14.0	17.0	38.0	3.0	6.0	****	12.0	****	15.0	2.0	5.0	10.0	10.5
GUNNISON	42.0	29.0	17.0	27.0	****	15.0	****	24.0	13.0	16.0	****	****	****	****	41.0	****	22.5	39.0
HINSDALE	58.0	61.5	55.0	****	****	****	****	****	****	****	****	****	****	****	****	****	1.0	39.0
MONTROSE	10.0	18.0	31.5	17.0	25.0	18.5	****	13.0	****	26.0	****	10.0	****	****	30.5	31.0	47.0	39.0
OURAY	58.0	45.0	15.0	26.0	****	41.0	****	45.0	****	****	****	30.0	****	****	****	****	47.0	39.0
SAN MIGUEL	2.0	36.0	55.0	18.0	32.0	****	****	39.0	****	****	****	****	****	****	****	****	47.0	39.0
REGION 11																		
EAGLE	18.0	13.0	18.5	9.0	****	9.0	****	27.0	****	****	****	****	****	****	****	****	47.0	39.0
GARFIELD	44.0	23.0	36.0	27.0	6.0	40.0	****	42.0	5.0	26.0	****	23.0	****	****	32.0	3.0	22.5	10.5
MESA	32.0	15.0	8.0	53.0	30.0	53.0	****	41.0	14.0	10.0	7.0	11.0	15.0	16.0	23.0	28.0	22.5	2.0
PITKIN	15.0	2.0	7.0	57.0	****	60.0	****	12.0	25.0	****	****	****	25.0	23.0	29.0	****	10.0	39.0
SUMMIT	3.0	16.0	24.0	48.0	29.0	8.0	****	25.0	****	****	****	****	****	****	****	****	47.0	39.0
REGION 12																		
GRAND	24.5	24.0	13.5	33.0	24.0	33.0	****	8.0	21.0	****	****	****	****	****	46.0	****	47.0	39.0
JACKSON	29.5	54.0	55.0	19.0	****	3.0	****	****	****	****	****	****	****	****	****	****	47.0	39.0
MOFFAT	33.0	50.0	46.0	22.0	18.0	31.0	****	11.0	15.0	31.0	****	28.0	13.0	17.0	25.5	19.0	10.0	39.0
RIO BLANCO	26.0	30.0	35.0	35.0	****	43.0	****	19.0	24.0	****	****	****	****	****	39.5	37.0	47.0	39.0
ROUTT	7.0	33.0	30.0	52.0	****	30.0	****	31.0	16.0	19.0	****	****	****	18.0	42.0	****	10.0	39.0

HEALTH

COUNTY	108 SHIG	109 STREP	110 TB	111 GON	112 GER M	113 INF HEP	114 INF	115 MEAS	116 MUMP	117 MAL
REGION 1										
LOGAN	36.5	26.0	47.0	42.0	9.5	26.0	6.5	6.5	13.0	33.5
MORGAN	36.5	1.0	47.0	32.5	6.0	48.0	17.0	5.0	27.5	33.5
PHILLIPS	36.5	23.0	12.5	55.5	6.0	48.0	43.0	3.0	18.5	33.5
SEDGWICK	36.5	12.5	6.0	55.5	11.0	20.5	43.0	2.0	2.0	33.5
WASHINGTON	36.5	44.0	3.0	55.5	47.0	48.0	2.0	39.0	51.5	33.5
YUMA	36.5	9.0	47.0	55.5	47.0	48.0	43.0	1.0	8.5	33.5
REGION 2										
LARIMER	36.5	41.0	23.5	22.0	23.5	20.5	19.5	12.0	27.5	33.5
WELD	7.0	29.0	47.0	37.5	28.0	6.5	13.5	39.0	13.0	33.5
REGION 3										
ADAMS	7.0	25.0	2.0	42.0	28.0	18.5	43.0	39.0	51.5	2.5
ARAPAHOE	36.5	47.5	23.5	27.0	47.0	20.5	43.0	39.0	38.5	33.5
BOULDER	36.5	12.5	23.5	5.0	23.5	11.5	15.0	39.0	16.5	33.5
CLEAR CREEK	36.5	21.5	47.0	17.5	16.5	14.5	12.0	39.0	1.0	33.5
DENVER	7.0	36.5	6.0	2.0	47.0	6.0	9.0	39.0	51.5	33.5
DOUGLAS	36.5	7.0	47.0	42.0	47.0	9.5	43.0	39.0	13.0	33.5
GILPIN	36.5	56.5	47.0	46.0	47.0	48.0	43.0	39.0	51.5	33.5
JEFFERSON	36.5	43.0	23.5	32.5	28.0	30.0	19.5	39.0	33.5	33.5
REGION 4										
EL PASO	36.5	39.0	23.5	1.0	16.5	9.5	21.0	12.0	18.5	1.0
PARK	36.5	10.0	47.0	55.5	13.0	48.0	43.0	39.0	6.0	33.5
TELLER	36.5	36.5	6.0	55.5	47.0	48.0	6.5	39.0	16.5	33.5
REGION 5										
CHEYENNE	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
ELBERT	36.5	56.5	47.0	37.5	47.0	48.0	43.0	39.0	51.5	33.5
KIT CARSON	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
LINCOLN	36.5	21.5	12.5	55.5	47.0	48.0	43.0	39.0	33.5	33.5
REGION 6										
BACA	36.5	47.5	12.5	32.5	47.0	3.0	43.0	39.0	23.5	33.5
BENT	36.5	18.0	47.0	5.0	47.0	20.5	18.0	39.0	27.5	33.5
CROWLEY	36.5	56.5	47.0	37.5	47.0	20.5	43.0	39.0	51.5	33.5
KIOWA	36.5	56.5	47.0	27.0	47.0	48.0	43.0	39.0	51.5	33.5
OTERO	36.5	45.0	23.5	32.5	47.0	6.5	43.0	39.0	18.0	33.5
PROWERS	36.5	26.0	47.0	22.0	28.0	3.0	43.0	39.0	3.0	33.5

COUNTY	108 SMIG	109 STREP	110 TB	111 GON	112 GER M	113 INF HEP	114 INF	115 MEAS	116 MUMP	117 VAL
REGION 7										
CHAFFEE	36.5	34.5	47.0	46.5	4.0	26.0	43.0	39.0	21.0	33.5
CUSTER	36.5	3.0	47.0	55.5	1.0	48.0	1.0	39.0	6.0	33.5
FREMONT	36.5	32.5	23.5	47.0	28.0	48.0	43.0	39.0	33.5	33.5
HUERFANO	36.5	5.0	12.5	5.0	14.0	3.0	4.0	39.0	33.5	33.5
LAKE	36.5	24.0	47.0	11.5	2.0	.0	3.0	6.5	21.0	33.5
LAS ANIMAS	36.5	14.0	6.0	32.5	14.5	2.5	18.0	39.0	21.0	33.5
PUEBLO	7.0	17.0	23.5	17.5	8.0	14.5	5.0	6.5	8.5	33.5
REGION 8										
ALAMOSA	36.5	6.0	23.5	5.0	20.0	3.0	10.5	12.0	10.0	33.5
CONEJOS	36.5	16.0	47.0	37.5	16.5	48.0	43.0	39.0	51.5	33.5
COSTILLA	36.5	4.0	47.0	11.5	3.0	20.5	43.0	39.0	6.0	33.5
MINERAL	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
RIO GRANDE	36.5	46.0	23.5	32.5	20.0	20.5	43.0	12.0	51.5	33.5
SAGUACHE	3.0	2.0	6.0	11.5	47.0	48.0	43.0	39.0	51.5	33.5
REGION 9										
ARCHULETA	1.0	32.5	1.0	55.5	47.0	14.5	43.0	39.0	51.5	33.5
DOLORES	36.5	56.5	47.0	22.0	47.0	48.0	43.0	39.0	51.5	33.5
LA PLATA	2.0	31.0	12.5	42.0	47.0	30.0	43.0	12.0	33.5	33.5
MONTEZUMA	7.0	56.5	12.5	5.0	47.0	30.0	43.0	8.5	25.0	33.5
SAN JUAN	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
REGION 10										
DELTA	36.5	29.0	23.5	55.5	13.0	48.0	8.0	39.0	33.5	2.5
GUNNISON	36.5	39.0	23.5	11.5	20.0	48.0	10.5	4.0	23.5	33.5
HINSDALE	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
MONTROSE	36.5	15.0	23.5	42.0	23.5	26.0	43.0	39.0	38.5	33.5
OURAY	36.5	56.5	47.0	55.5	47.0	48.0	43.0	39.0	51.5	33.5
SAN MIGUEL	36.5	49.0	47.0	27.0	47.0	48.0	43.0	39.0	8.0	33.5
REGION 11										
EAGLE	4.0	56.5	47.0	11.5	47.0	30.0	43.0	39.0	51.5	33.5
GARFIELD	36.5	39.0	23.5	46.0	47.0	48.0	43.0	39.0	38.5	33.5
MESA	36.5	11.0	12.5	17.5	23.5	30.0	43.0	39.0	33.5	33.5
PITKIN	36.5	34.5	47.0	11.5	47.0	48.0	22.0	39.0	13.0	33.5
SUMMIT	36.5	19.0	47.0	17.5	47.0	48.0	43.0	39.0	51.5	33.5
REGION 12										
GRAND	36.5	27.0	47.0	11.5	9.5	11.5	43.0	39.0	51.5	33.5
JACKSON	36.5	8.0	47.0	22.0	8.0	48.0	13.5	39.0	51.5	33.5
MOFFAT	36.5	29.0	47.0	47.0	47.0	48.0	43.0	39.0	27.5	33.5
RIO BLANCO	36.5	56.5	47.0	42.0	47.0	48.0	43.0	39.0	51.5	33.5
ROUTT	36.5	42.0	12.5	11.5	47.0	48.0	43.0	39.0	51.5	33.5

EDUCATION

COUNTY	118 ADAE	119 ST ENT	120 LOC REV	121 % MIN	122 DO RATE	123 ADA/ CT	124 ADA/ CD	125 % PVT SCHL	126 % 14-17 SCHL	127 ≥25 SCHL YRS	128 % SCHL 5-6	129 MED SC YRS M≥25	130 % HS GR M>25	131 MED SC YRS F≥25	132 % HS GR F≥25
REGION 1															
LOGAN	15.0	36.0	27.0	48.0	49.0	44.0	41.0	25.0	30.0	29.5	40.0	23.5	26.0	26.5	25.0
MORGAN	12.0	30.0	32.0	48.0	43.0	33.0	35.0	49.0	37.5	45.0	25.0	45.5	40.0	46.5	45.0
PHILLIPS	42.0	55.0	12.0	25.5	47.0	43.0	47.0	29.0	41.0	29.5	53.0	30.5	28.0	37.0	40.0
SEDGWICK	48.0	47.0	14.0	11.0	51.0	51.0	49.0	18.0	16.0	45.0	57.0	52.5	54.0	37.0	39.0
WASHINGTON	36.0	54.0	9.0	48.0	57.0	59.0	59.0	49.0	7.0	45.0	54.0	45.5	42.5	46.5	42.0
YUMA	28.0	24.0	39.0	48.0	47.0	31.0	33.5	49.0	36.0	45.0	36.0	41.0	40.0	46.5	51.0
REGION 2															
LARIMER	9.0	26.0	42.5	25.5	29.5	6.5	7.5	27.0	31.0	7.5	29.0	7.0	7.0	8.5	10.0
WELD	8.0	23.0	43.0	25.5	34.0	28.0	31.5	26.0	23.0	30.5	24.0	30.5	29.0	28.5	31.5
REGION 3															
ADAMS	5.0	2.0	61.0	15.0	23.0	11.0	12.0	23.0	18.5	20.0	27.0	17.0	16.0	24.5	20.0
ARAPAHOE	4.0	11.0	53.5	25.5	34.0	31.0	23.0	8.0	20.0	4.0	9.0	3.5	2.0	5.0	2.0
BOULDER	6.0	27.0	38.0	25.5	27.5	5.0	3.0	12.0	28.0	2.0	4.0	2.0	3.0	3.0	3.0
CLEAR CREEK	41.0	57.0	7.0	48.0	1.0	12.0	7.5	49.0	50.5	12.5	7.0	17.0	14.0	13.5	15.0
DENVER	1.0	46.0	21.0	5.0	2.0	6.5	11.0	2.0	38.5	12.5	16.5	12.0	17.0	24.5	24.0
DOUGLAS	26.0	28.0	36.0	48.0	55.5	20.0	17.5	19.5	7.0	7.5	56.0	7.0	6.0	5.0	5.0
GILPIN	63.0	63.0	63.0	48.0	****	42.0	58.0	21.0	7.0	90.0	****	12.0	10.0	24.5	21.5
JEFFERSON	2.0	17.0	53.0	46.0	45.0	2.0	2.0	10.0	24.5	4.0	10.0	3.5	5.0	5.0	4.0
REGION 4															
EL PASO	3.0	4.0	53.5	15.0	41.0	23.0	21.0	15.5	41.0	7.5	22.0	7.0	4.0	8.5	8.0
PARK	56.0	52.0	8.0	8.5	9.0	56.5	51.0	49.0	7.0	90.0	55.0	23.5	21.5	13.5	14.0
TELLER	47.0	13.0	49.0	25.5	14.0	35.0	27.0	49.0	14.0	12.5	52.0	17.0	13.0	8.5	7.0
REGION 5															
CHEYENNE	53.0	56.0	4.0	15.0	58.0	60.0	61.0	3.5	7.0	65.0	31.0	56.5	53.0	37.0	38.0
ELBERT	46.0	34.0	28.0	48.0	26.0	53.0	53.0	49.0	24.5	38.0	49.0	36.5	38.0	24.5	33.0
KIT CARSON	29.0	37.0	26.0	48.0	54.0	55.0	55.0	49.0	34.5	38.0	46.0	41.0	41.0	37.0	34.0
LINCOLN	39.0	39.0	23.0	48.0	55.5	54.0	56.5	49.0	21.0	38.0	16.5	36.5	37.0	37.0	36.0
REGION 6															
BACA	33.0	43.0	15.0	48.0	28.0	61.0	60.0	49.0	49.0	65.5	12.0	52.5	51.5	58.0	58.0
BENT	34.0	25.0	38.0	15.0	15.0	47.5	44.0	1.0	46.0	47.0	50.0	56.0	60.0	55.0	55.0
CROWLEY	50.0	31.0	30.5	48.0	38.5	8.0	5.0	49.0	50.5	69.0	11.0	59.0	61.0	57.0	56.0
KIOWA	54.0	59.0	5.0	48.0	60.5	56.5	58.0	49.0	7.0	38.0	19.0	54.0	57.5	24.5	13.0
OTERO	11.0	6.0	57.0	15.0	31.0	3.0	4.0	15.5	44.0	63.0	30.0	45.5	44.0	53.0	53.0
PROWERS	20.0	18.5	42.5	48.0	33.0	24.5	26.0	24.0	55.0	38.0	42.5	30.5	33.0	46.5	46.0

COUNTY	118 ADAE	119 ST ENT	120 LUC REV	121 % MIN	122 DO RATE	123 ADA/ CT	124 ADA/ CD	125 % PVT SCHL	126 % 14-17 SCHL	127 225 SCHL YRS	128 % SCHL 5-0	129 MED SC YRS W>25	130 % HS GR H≥25	131 MED SC YRS F≥25	132 % HS GR F≥25
REGION 7															
CHAFFEE	25.0	16.0	44.0	48.0	17.0	1.0	1.0	11.0	45.0	99.5	48.0	23.5	25.0	37.0	28.0
CUSTER	59.0	51.0	12.0	48.0	60.5	52.0	52.0	49.0	7.0	99.5	61.5	36.5	36.0	24.5	30.0
FREMONT	16.0	14.0	48.0	25.5	20.0	24.5	17.5	9.0	15.0	49.5	33.0	49.0	51.5	46.5	43.0
HUERFANO	37.0	20.0	37.0	2.0	5.0	35.0	33.5	6.0	41.0	42.0	44.0	63.0	63.0	61.0	59.0
LAKE	27.0	50.0	9.5	48.0	40.0	15.0	13.0	5.0	53.0	99.5	28.0	30.5	32.0	37.0	35.0
LAS ANIMAS	21.0	12.0	48.0	4.0	47.0	45.5	44.0	3.5	18.5	60.0	21.0	60.5	59.0	59.5	58.0
PUEBLO	7.0	7.0	53.5	9.0	10.0	10.0	9.5	7.0	26.5	45.0	26.0	39.0	39.0	46.5	48.5
REGION 8															
ALAMOSA	23.0	5.0	51.0	9.0	22.0	63.0	25.5	22.0	58.0	90.0	38.0	17.0	19.0	24.5	29.0
CONEJOS	24.0	1.0	62.0	3.0	42.0	9.0	9.5	33.0	58.0	41.0	23.0	60.5	55.0	62.0	62.0
COSTILLA	45.0	2.0	59.5	1.0	32.0	20.0	36.0	49.0	7.0	63.0	20.0	62.0	57.5	63.0	63.0
MINERAL	61.0	48.0	17.5	48.0	60.5	38.5	36.0	49.0	7.0	12.5	32.0	17.0	15.0	13.5	9.0
RIO GRANDE	22.0	15.0	47.0	15.0	7.5	20.0	19.0	14.0	29.0	18.0	14.0	36.5	35.0	46.5	48.5
SAGUACHE	40.0	22.0	35.0	48.0	21.0	41.0	44.0	49.0	57.0	56.0	15.0	43.0	42.5	59.5	60.0
REGION 9															
ARCHULETA	49.0	28.0	33.0	15.0	25.0	16.0	31.5	49.0	60.0	44.5	3.0	45.5	47.0	56.0	57.0
DOLORES	55.0	32.5	29.0	48.0	29.5	31.0	24.5	49.0	58.0	48.0	8.0	56.5	62.0	58.0	61.0
LA PLATA	14.0	18.5	41.0	25.5	52.0	17.0	18.0	13.0	26.5	90.0	39.0	17.0	21.5	24.5	23.0
MONTEZUMA	18.0	8.0	58.0	25.5	17.5	14.0	15.0	31.0	47.5	41.5	34.0	49.0	46.0	52.0	52.0
SAN JUAN	60.0	41.0	17.5	9.0	18.5	58.0	55.5	49.0	62.5	90.0	60.0	10.0	12.0	46.5	47.0
REGION 10															
DELTA	19.0	10.0	53.5	25.5	18.5	27.0	25.5	17.0	39.0	49.5	58.0	51.0	50.0	46.5	44.0
GUNNISON	35.0	35.0	30.5	48.0	53.0	16.0	22.0	49.0	7.0	8.0	41.0	7.0	11.0	2.0	6.0
HINSDALE	62.0	61.5	1.5	48.0	60.5	62.0	63.0	49.0	68.5	45.0	61.5	55.0	56.0	13.5	12.0
MONTROSE	13.0	9.0	58.0	48.0	7.5	13.0	14.0	34.0	43.0	18.0	51.0	30.5	34.0	37.0	41.0
OURAY	58.0	38.0	24.0	48.0	6.0	50.0	50.0	49.0	7.0	99.5	50.0	41.0	45.0	24.5	18.0
SAN MIGUEL	51.0	45.0	25.0	6.5	38.5	38.5	40.0	49.0	7.0	41.5	45.0	49.0	49.0	46.5	50.0
REGION 11															
EAGLE	32.0	42.0	20.0	25.5	3.0	29.0	30.0	32.0	7.0	99.5	37.0	30.5	31.0	24.5	31.5
GARFIELD	17.0	32.5	59.5	48.0	12.5	35.0	38.5	30.0	17.0	99.5	35.0	30.5	30.0	24.5	21.5
MESA	10.0	21.0	45.0	48.0	35.0	38.5	38.5	19.5	47.5	90.0	18.0	23.5	23.0	24.5	27.0
PITKIN	44.0	61.5	1.5	48.0	16.0	4.0	4.0	49.0	38.5	1.0	47.0	1.0	1.0	1.0	1.0
SUMMIT	52.0	53.0	12.0	48.0	11.0	22.0	20.0	28.0	22.0	7.5	5.0	7.0	6.0	8.5	11.0
REGION 12															
GRAND	43.0	49.0	17.5	25.5	50.0	45.5	46.0	49.0	54.0	90.0	42.5	23.5	20.0	24.5	26.0
JACKSON	57.0	58.0	9.5	48.0	6.0	49.0	46.0	49.0	61.0	90.0	1.0	23.5	24.0	13.5	17.0
MOFFAT	30.0	44.0	17.5	25.5	37.0	26.0	28.5	49.0	32.0	99.5	13.0	30.5	27.0	37.0	37.0
RIO BLANCO	38.0	60.0	3.0	25.5	27.5	47.5	47.0	49.0	34.5	12.5	2.0	12.0	9.0	24.5	19.0
ROUTT	31.0	40.0	22.0	48.0	44.0	38.5	62.0	49.0	54.0	12.5	6.0	17.0	18.0	13.5	16.0

WELFARE

COUNTY	133 LEVY	134 AD EXP	135 % MEN	136 % WELF	137 AFDC R	138 AFDC EXP	139 ADC-U R	140 ADC-U EXP	141 ADC R	142 ADC EXP	143 WIN R	144 WIN EXP	145 TA R	146 TA EXP	147 GA R	148 GA EXP	149 AND R	150 AND EXP
REGION 1																		
LOGAN	33.0	38.0	36.5	31.0	27.0	28.0	32.0	32.0	26.0	25.0	34.0	36.5	****	****	25.5	42.0	34.5	35.0
MORGAN	15.0	4.0	19.0	15.0	13.0	12.0	9.0	9.0	12.0	10.0	11.5	12.0	****	****	55.5	59.0	13.5	11.0
PHILLIPS	57.0	19.0	61.0	28.5	49.0	50.0	19.0	18.5	49.0	48.0	38.0	39.5	****	1.0	42.5	19.5	38.0	48.0
SEDGWICK	39.0	24.0	28.5	30.0	39.0	44.5	****	****	36.5	42.5	52.0	53.0	****	****	49.0	53.0	28.5	37.0
WASHINGTON	38.0	18.0	50.0	38.5	32.0	33.0	32.0	30.5	30.5	31.0	31.5	32.5	****	****	30.0	26.0	16.0	12.0
YUMA	34.5	20.0	57.5	25.0	37.0	38.0	****	****	38.0	37.0	28.5	28.5	****	****	39.5	29.5	27.0	29.0
REGION 2																		
LARIMER	28.0	28.0	28.5	46.0	31.0	29.0	25.5	25.0	29.0	27.0	30.0	27.0	****	21.5	39.5	37.0	36.0	32.0
WELD	20.0	29.0	12.5	21.0	14.0	14.0	10.0	10.0	14.0	12.0	16.5	15.0	****	21.5	15.5	27.0	22.0	21.0
REGION 3																		
ADAMS	20.0	48.0	26.0	40.5	19.0	19.0	27.5	28.0	18.0	17.0	38.0	38.0	****	7.0	35.0	45.0	42.5	33.0
ARAPAHOE	30.0	55.0	39.5	56.5	50.0	43.0	32.0	30.5	48.0	44.0	38.0	38.0	****	21.5	55.5	51.5	49.5	39.0
BOULDER	27.0	51.0	27.0	54.0	45.5	35.0	27.5	27.0	44.0	35.0	31.5	31.0	****	****	45.0	21.0	51.5	42.0
CLEAR CREEK	52.5	45.0	44.0	52.0	44.0	40.0	****	****	40.0	38.0	38.0	38.5	****	****	4.0	10.0	40.0	36.0
DENVER	3.0	9.0	8.5	17.0	10.0	2.0	14.5	14.0	7.0	2.0	4.0	5.0	3.5	4.5	6.0	12.0	13.5	7.0
DOUGLAS	52.5	60.0	23.0	58.0	52.0	51.0	****	****	51.0	49.0	52.0	53.0	8.5	2.0	11.0	40.0	47.5	38.0
GILPIN	30.0	8.0	50.0	38.5	58.5	59.0	****	****	57.0	49.0	52.0	53.0	****	****	13.5	4.0	18.5	15.0
JEFFERSON	45.5	57.0	43.0	61.5	58.5	58.0	****	****	58.0	48.0	34.0	35.0	****	8.0	30.0	49.0	60.5	55.0
REGION 4																		
EL PASO	6.0	41.0	16.0	51.0	28.0	23.0	16.0	15.5	27.0	23.0	25.0	22.0	****	6.0	30.0	15.0	51.5	44.0
PARK	30.0	32.0	39.5	24.0	22.0	21.0	23.5	22.5	20.0	19.0	52.0	53.0	****	****	42.5	2.0	30.0	16.0
TELLER	24.0	26.0	47.0	32.5	26.0	25.0	19.0	21.0	25.0	22.0	52.0	53.0	****	****	49.0	59.0	31.5	28.0
REGION 5																		
CHEYENNE	54.0	35.0	54.5	45.0	57.0	56.0	****	****	56.0	46.0	52.0	53.0	****	****	20.5	9.0	33.0	43.0
ELBERT	59.5	52.0	50.0	46.0	55.0	54.0	23.5	24.0	54.0	44.0	52.0	53.0	****	****	20.5	18.0	42.5	52.0
KIT CARSON	40.0	37.0	57.5	34.0	56.0	55.0	****	****	55.0	45.0	52.0	53.0	8.5	12.5	45.0	8.0	53.0	53.0
LINCOLN	41.0	27.0	61.0	28.5	42.0	46.0	11.0	15.5	45.0	46.0	52.0	53.0	****	****	24.0	13.0	18.5	23.0
REGION 6																		
BACA	50.0	47.0	45.5	26.5	42.0	44.5	****	****	39.0	42.5	52.0	53.0	****	****	17.5	30.0	38.0	40.5
BENT	9.0	7.0	14.0	10.0	9.0	9.0	2.0	2.0	9.0	11.0	3.0	3.0	****	12.5	60.5	69.5	6.0	10.0
CROWLEY	25.0	10.0	19.0	5.0	6.0	8.0	3.0	4.0	6.0	6.0	7.0	7.0	****	****	7.5	17.0	7.0	17.0
KIOWA	25.0	36.0	54.5	43.0	51.0	53.0	****	****	58.0	41.0	52.0	53.0	****	****	1.0	1.0	49.5	60.0
OTERO	10.0	15.0	8.5	8.0	7.0	7.0	1.0	1.0	10.0	9.0	5.0	6.0	8.5	12.5	52.5	48.0	9.0	9.0
PROWERS	13.0	13.0	21.5	11.0	12.0	13.0	6.0	6.0	68.0	13.0	9.0	8.0	8.5	16.5	22.5	11.0	24.0	24.0

COUNTY	133 LEVY	134 AD EXP	135 % MEN	136 % HELP	137 AFDC R	138 AFDC EXP	139 ADC-U R	140 ADC-U EXP	141 AUC R	142 ADC EXP	143 WIN P	144 WIN EXP	145 TA R	146 TA EXP	147 GA R	148 GA EXP	149 AND R	150 AND EXP
REGION 7																		
CHAFFEE	36.5	44.0	25.0	32.5	34.0	32.0	****	****	33.0	30.0	20.0	30.0	3.5	3.0	35.0	54.0	31.5	30.0
CUSTER	45.5	1.0	38.0	19.0	47.0	57.0	****	****	83.0	67.0	52.0	53.0	****	****	60.5	59.0	16.0	26.0
FREMONT	11.5	23.0	54.5	18.0	21.0	22.0	17.0	17.0	21.0	21.0	21.0	16.0	****	9.5	60.5	51.5	20.5	18.0
HUERFANO	4.0	2.0	6.0	3.0	2.0	5.0	12.5	12.0	2.0	3.0	16.5	17.0	3.5	12.5	60.5	4.0	3.0	3.0
LAKE	56.0	49.0	17.0	33.0	48.0	48.0	****	****	48.0	47.0	28.5	28.5	****	****	39.5	46.5	60.5	56.0
LAS ANIMAS	2.0	5.0	6.0	4.0	5.0	6.0	5.0	5.0	5.0	7.0	2.0	4.0	****	9.5	55.5	36.0	1.0	1.0
PUEBLO	1.0	12.0	10.0	13.5	8.0	1.0	4.0	3.0	6.0	5.0	4.0	2.0	3.5	4.5	22.5	3.0	8.0	4.0
REGION 8																		
ALAMOSA	15.0	46.0	7.0	22.0	25.0	26.0	****	****	23.0	39.0	19.0	19.0	****	****	13.5	36.0	38.0	40.5
CONEJOS	7.5	6.0	1.5	2.0	3.0	4.0	****	****	3.0	4.0	10.0	10.0	****	16.5	30.0	38.5	5.0	5.0
COSTILLA	5.0	3.0	1.5	1.0	4.0	10.0	****	****	4.0	8.0	34.0	42.0	****	****	49.0	35.0	2.0	6.0
MINERAL	58.0	****	32.0	00.0	54.0	47.0	****	****	53.0	65.0	52.0	32.5	****	****	60.5	50.0	56.5	63.0
RIO GRANDE	20.0	17.0	15.0	9.0	15.0	15.0	****	****	13.0	14.0	11.5	11.0	****	****	35.0	34.5	25.0	27.0
SAGUACHE	20.0	11.0	5.0	6.0	1.0	3.0	****	****	1.0	1.0	8.0	9.0	****	****	49.0	43.0	10.0	20.0
REGION 9																		
ARCHULETA	30.0	14.0	3.0	7.0	11.0	11.0	****	****	11.0	42.0	1.0	1.0	1.0	16.5	5.0	41.0	16.0	14.0
DOLORES	34.5	16.0	50.0	26.5	29.0	31.0	8.0	7.0	32.0	32.0	16.5	20.0	****	****	12.0	54.0	28.5	31.0
LA PLATA	20.0	31.0	12.5	16.0	20.0	20.0	21.5	22.5	19.0	20.0	16.5	16.0	8.5	21.5	30.0	29.5	26.0	22.0
MONTEZUMA	20.0	33.0	24.0	13.5	16.0	17.0	12.5	11.0	15.0	16.0	23.5	24.0	****	16.5	19.0	32.0	23.0	25.0
SAN JUAN	45.5	21.0	11.0	48.0	37.0	42.0	****	****	34.0	41.0	52.0	53.0	****	****	3.0	29.0	58.0	62.0
REGION 10																		
DELTA	11.5	34.0	33.0	12.0	23.0	24.0	21.5	20.0	22.0	26.0	13.0	14.0	****	****	25.5	28.0	20.5	19.0
GUNNISON	55.0	58.0	30.0	55.0	60.0	60.0	36.0	35.0	59.0	60.0	26.5	26.0	****	****	35.0	46.5	55.0	59.0
HINSDALE	63.0	****	61.0	59.0	63.0	63.0	****	****	63.0	63.0	52.0	53.0	****	****	60.5	69.5	4.0	2.0
MONTROSE	15.0	30.0	21.5	20.0	17.0	18.0	19.0	18.5	16.0	18.0	14.0	13.0	8.5	21.5	49.0	44.0	11.0	13.0
OURAY	45.5	22.0	34.5	35.0	40.0	49.0	7.0	8.0	47.0	63.0	52.0	53.0	****	****	35.0	29.0	34.5	34.0
SAN MIGUEL	45.5	59.0	54.5	36.5	33.0	39.0	****	****	30.5	36.0	52.0	53.0	****	****	39.5	56.0	45.5	46.0
REGION 11																		
EAGLE	36.5	54.0	19.0	36.5	18.0	27.0	25.5	26.0	24.0	38.5	22.0	21.0	****	****	9.5	19.5	59.0	58.0
GARFIELD	51.0	43.0	41.5	50.0	42.5	36.0	32.0	29.0	41.0	49.0	26.5	25.0	****	****	55.5	61.0	56.5	54.0
MESA	7.5	40.0	31.0	23.0	18.0	16.0	16.5	13.0	17.0	15.0	23.5	23.0	****	21.5	27.0	16.0	12.0	8.0
PITKIN	61.0	61.0	61.0	63.0	62.0	62.0	32.0	34.0	62.0	62.0	52.0	53.0	****	****	52.5	56.0	63.0	67.0
SUMMIT	62.0	53.0	61.0	61.5	61.0	61.0	****	****	61.0	61.0	52.0	53.0	****	****	45.0	31.0	58.0	47.0
REGION 12																		
GRAND	45.5	42.0	50.0	44.0	45.5	41.0	****	****	48.0	40.0	52.0	39.5	****	****	7.5	31.0	47.5	50.0
JACKSON	45.5	50.0	36.5	56.5	53.0	52.0	****	****	52.0	60.0	52.0	53.0	****	****	2.0	5.0	45.5	49.0
MOFFAT	45.5	39.0	34.5	42.0	37.0	37.0	32.0	30.0	36.5	34.0	52.0	53.0	****	****	17.5	14.0	44.0	51.0
RIO BLANCO	59.5	56.0	45.5	46.0	35.0	34.0	****	****	36.0	33.0	52.0	53.0	****	****	9.5	7.0	62.0	61.0
ROUTT	30.0	25.0	41.5	40.5	30.0	30.0	32.0	33.0	28.0	28.5	38.0	41.0	****	****	15.5	24.0	41.0	45.0

COUNTY	151 AR R	152 AR EXP	153 OAP R	154 OAP EXP	155 MED	156 FOOD
			WELFARE			
REGION 1						
LOGAN	21.0	19.5	40.0	40.0	26.0	28.0
MORGAN	45.5	32.5	35.0	36.0	17.0	15.0
PHILLIPS	11.0	28.0	19.0	22.0	36.0	31.0
SEDGWICK	45.5	50.0	30.0	29.0	51.0	22.0
WASHINGTON	45.5	26.0	36.0	34.0	37.0	40.0
YUMA	21.0	16.0	13.0	13.0	25.0	33.0
REGION 2						
LARIMER	21.0	22.0	47.0	48.0	39.0	52.5
WELD	11.0	10.5	43.0	43.0	18.0	19.0
REGION 3						
ADAMS	45.5	29.5	60.0	60.0	31.0	26.0
ARAPAHOE	21.0	19.5	61.0	61.0	58.0	52.5
BOULDER	45.5	31.0	57.0	56.0	52.0	55.0
CLEAR CREEK	45.5	50.0	46.0	46.0	48.0	57.0
DENVER	21.0	14.0	45.0	47.0	13.0	13.0
DOUGLAS	11.0	5.0	53.5	50.0	57.0	****
GILPIN	45.5	50.0	29.0	33.0	44.0	36.0
JEFFERSON	45.5	35.0	62.0	63.0	60.0	58.0
REGION 4						
EL PASO	21.0	22.0	58.0	58.0	33.0	30.0
PARK	45.5	50.0	34.0	32.0	38.0	21.0
TELLER	45.5	50.0	31.0	38.0	27.0	34.0
REGION 5						
CHEYENNE	45.5	50.0	26.0	26.0	46.0	50.0
ELBERT	45.5	50.0	28.0	23.0	50.0	49.0
KIT CARSON	7.0	9.0	33.0	27.0	45.0	20.0
LINCOLN	5.5	4.0	16.0	19.0	30.0	32.0
REGION 6						
BACA	45.5	50.0	12.0	11.0	28.0	45.0
BENT	11.0	29.5	26.0	20.0	7.0	9.0
CROWLEY	45.5	50.0	5.0	4.0	6.0	4.0
KIOWA	45.5	50.0	37.0	35.0	34.0	48.0
OTERO	45.5	50.0	15.0	17.0	9.0	10.0
PROWERS	45.5	50.0	11.0	12.0	10.5	16.0

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COUNTY	151 AR R	152 AR EXP	153 OAP R	154 OAP EXP	155 MED	156 FOOD
REGION 7						
CHAFFEE	21.0	32.5	24.0	28.0	32.0	38.0
CUSTER	1.0	1.5	8.0	6.0	21.0	25.0
FREMONT	11.0	12.0	9.0	10.0	26.0	27.0
HUERFANO	2.0	1.5	2.0	2.0	2.0	3.0
LAKE	48.5	50.0	56.0	57.0	56.0	47.0
LAS ANIMAS	45.5	35.0	4.0	5.0	3.0	8.0
PUEBLO	11.0	6.0	42.0	41.0	8.0	12.0
REGION 8						
ALAMOSA	21.0	18.0	25.0	25.0	24.0	17.0
CONEJOS	45.5	22.0	3.0	3.0	4.0	2.0
COSTILLA	3.0	3.0	1.0	1.0	1.0	1.0
MINERAL	45.5	50.0	49.0	54.0	54.0	****
RIO GRANDE	21.0	26.0	14.0	14.0	19.0	7.0
SAGUACHE	45.5	17.0	7.0	6.0	5.0	5.0
REGION 9						
ARCHULETA	5.5	10.5	10.0	9.0	12.0	6.0
DOLORES	45.5	50.0	21.0	15.0	23.0	29.0
LA PLATA	21.0	26.0	22.5	21.0	22.0	14.0
MONTEZUMA	45.5	24.0	18.0	16.0	14.0	11.0
SAN JUAN	45.5	50.0	53.5	52.0	47.0	41.0
REGION 10						
DELTA	11.0	8.0	6.0	7.0	10.5	18.0
GUNNISON	45.5	50.0	52.0	49.0	59.0	51.0
HINSDALE	45.5	50.0	48.0	45.0	61.0	****
MONTROSE	21.0	14.0	17.0	18.0	15.0	24.0
OURAY	45.5	50.0	27.0	31.0	29.0	42.0
SAN MIGUEL	4.0	7.0	32.0	30.0	40.5	35.0
REGION 11						
EAGLE	45.5	50.0	50.0	51.0	49.0	23.0
GARFIELD	21.0	35.0	38.0	37.0	43.0	54.0
MESA	21.0	14.0	22.5	24.0	16.0	19.0
PITKIN	45.5	50.0	63.0	62.0	62.0	****
SUMMIT	45.5	50.0	59.0	59.0	63.0	56.0
REGION 12						
GRAND	45.5	50.0	51.0	53.0	53.0	43.0
JACKSON	45.5	50.0	55.0	55.0	55.0	****
MOFFAT	45.5	50.0	41.0	42.0	35.0	37.0
RIO BLANCO	45.5	50.0	44.0	44.0	40.5	46.0
ROUTT	45.5	50.0	39.0	38.0	42.0	44.0

COUNTY	147 % FOR MIX	148 % AES RATH S	149 % SP LANG	150 MED AGE	151 % CH <18	152 % SM HS	153 1985 % HS DF SM CT	154 % HS DF ST	155 % 5=A SCHL	156 % 16-17 SCHL	157 MED SC M225	158 % GR M225	159 MED SC F225	160 % GR F225	161 % CH <6	162 % EMP-M 216	163 % EMP-F 216	164 % F-MARR EMP
REGION 1																		
LOGAN	7.0	17.0	33.0	33.0	1.0	7.5	27.0	28.0	32.0	24.0	28.5	17.5	17.0	12.8	8.5	14.0	21.0	16.0
MORGAN	4.0	16.0	24.5	34.0	2.0	30.5	1.0	19.5	4.0	14.0	32.5	26.0	27.0	27.8	11.0	4.0	23.0	17.0
PHILLIPS	10.0	43.5	60.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
SEDGWICK	1.0	47.0	28.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
WASHINGTON	29.0	22.0	58.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
YUMA	31.0	15.0	58.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 2																		
LARIMER	17.0	55.0	35.0	32.5	23.0	28.0	3.0	7.0	32.5	25.0	14.0	11.0	14.0	13.0	10.0	17.0	2.0	1.0
WELD	9.0	25.0	19.0	24.5	21.0	23.0	5.0	13.5	28.0	16.0	26.0	22.5	23.5	26.0	10.0	16.0	16.0	13.0
REGION 3																		
ADAMS	28.0	48.0	20.0	31.0	3.0	16.0	33.0	12.0	21.0	10.0	[illegible].0	6.0	6.0	6.0	6.0	5.0	7.0	8.0
ARAPAHOE	21.0	58.0	41.0	21.5	8.0	29.0	35.0	3.0	10.0	6.0	1.0	1.0	1.0	1.0	12.0	9.0	6.0	10.0
BOULDER	18.0	60.0	37.0	8.0	20.0	33.0	13.0	4.0	1.0	26.0	4.5	3.5	4.0	4.0	5.0	13.0	8.0	5.0
CLEAR CREEK	16.0	54.0	34.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
DENVER	11.0	50.0	18.0	30.5	16.0	25.5	7.0	16.0	13.5	30.0	10.0	10.0	9.0	9.0	15.0	11.5	11.5	11.0
DOUGLAS	37.5	46.0	50.5	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
GILPIN	12.0	57.0	57.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
JEFFERSON	24.0	52.0	43.0	38.5	7.0	30.5	39.0	8.5	18.0	4.0	2.0	2.0	2.0	2.0	13.0	4.0	5.0	4.0
REGION 4																		
EL PASO	24.0	63.0	30.5	30.5	10.0	36.0	18.0	2.0	29.0	23.0	4.5	5.0	5.0	5.8	7.0	1.0	13.5	15.0
PARK	44.0	53.0	55.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
TELLER	53.0	59.0	49.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 5																		
CHEYENNE	22.0	35.0	44.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
ELBERT	26.5	26.0	58.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
KIT CARSON	14.0	37.0	38.0	35.0	5.0	35.0	29.0	1.0	30.0	****	36.0	34.0	34.0	****	1.0	7.0	17.0	35.0
LINCOLN	40.0	29.5	54.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 6																		
BACA	55.0	49.0	39.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
BENT	26.5	45.0	14.0	3.0	27.0	11.0	12.0	21.0	31.0	22.0	18.5	31.0	18.5	18.0	22.0	34.0	19.0	25.5
CROWLEY	6.0	13.0	17.0	24.5	26.0	12.0	14.0	****	13.5	****	35.0	35.0	27.0	29.8	28.0	24.0	9.0	18.0
KIOWA	41.5	40.5	46.0	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
OTERO	37.5	23.0	11.0	29.0	11.0	13.0	11.0	26.0	5.0	18.0	29.0	32.0	31.5	32.0	17.0	21.0	20.0	14.0
PROWERS	46.5	24.0	16.0	32.0	4.0	22.0	7.0	11.0	28.0	57.0	32.5	30.0	33.0	28.0	3.0	9.0	10.0	29.5

COUNTY	157 % FOR NTV	158 % RES BRTH	159 % SP LANG	160 MED AGE	161 % CH <1R	162 ------% SA HS	DF SW	163 1985 HS CT	DF	164 ---- HS ST	165 % 5=A SCHL	166 % 16-17 SCHL	167 MED SC M225	168 % HS GR	169 MED SC F225	170 % HS GR F225	171 % CW <6	172 % EMP=M 216	173 % EMP=F 218	174 % F=MARR EMP
REGION 7																				
CHAFFEE	30.0	31.0	22.0	7.0	22.0	17.0	35.0		30.0	17.0	8.0	8.0	8.0	13.0	11.0	26.0	33.0	13.5	12.0	
CUSTER	8.0	5.0	62.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
FREMONT	19.5	42.0	30.5	12.5	15.0	20.0	31.0		27.0	3.0	12.0	12.0	21.0	7.0	7.0	19.0	29.0	15.0	21.0	
HUERFANO	5.0	2.0	4.0	1.0	34.0	5.0	15.0		29.0	25.0	3.0	27.5	27.0	24.0	24.0	34.0	30.0	33.0	31.0	
LAKE	19.5	16.0	13.0	41.5	9.0	14.0	25.0		23.0	26.0	31.0	7.0	9.0	16.0	19.0	2.0	4.0	30.0	32.0	
LAS ANIMAS	2.0	4.0	5.0	5.0	33.0	7.5	17.0		32.0	11.0	9.0	22.5	25.0	21.0	25.0	30.0	32.0	29.0	25.5	
PUEBLO	15.0	8.5	9.0	18.5	12.0	9.0	10.0		25.0	19.0	11.0	13.0	13.0	12.0	10.0	23.0	21.0	27.0	22.0	
REGION 8																				
ALAMOSA	48.5	7.0	8.0	16.0	32.0	15.6	23.0		24.0	13.5	17.0	11.0	12.0	8.0	16.0	29.0	25.0	4.0	2.0	
CONEJOS	63.0	1.0	2.0	20.0	19.0	2.0	30.0		31.0	6.0	7.0	18.5	14.0	29.0	22.5	24.0	31.0	34.0	34.0	
COSTILLA	57.0	3.0	1.0	14.5	28.0	1.0	26.0		33.0	2.0	1.5	24.5	15.0	21.0	16.0	33.0	35.0	28.0	20.0	
MINERAL	60.0	12.0	62.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
RIO GRANDE	52.0	10.0	7.0	27.0	17.0	4.0	24.0		22.0	9.0	15.0	22.5	24.0	31.5	30.0	8.5	15.0	25.0	24.0	
SAGUACHE	61.0	8.0	6.0	17.0	30.0	3.0	21.0		34.0	8.0	29.0	31.0	33.0	35.0	34.0	25.0	24.0	35.0	28.0	
REGION 9																				
ARCHULETA	56.0	20.5	3.0	30.0	28.0	6.0	28.0		18.0	20.0	30.0	30.0	20.0	25.0	33.0	21.0	11.5	31.0	33.0	
DOLORES	50.0	56.0	50.5	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
LA PLATA	50.5	27.0	15.0	28.0	13.0	19.0	4.0		13.5	23.0	13.0	15.0	17.5	18.5	22.5	18.0	27.0	22.0	7.0	
MONTEZUMA	62.0	43.5	23.0	6.0	31.0	18.0	8.0		6.0	27.0	28.0	14.0	28.0	30.0	21.0	32.0	28.0	26.0	29.5	
SAN JUAN	3.0	8.5	10.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
REGION 10																				
DELTA	37.5	36.0	24.5	14.5	29.0	27.0	7.0		19.5	33.0	32.0	27.5	29.0	27.0	31.0	31.0	22.0	24.0	19.0	
GUNNISON	48.5	32.5	45.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
HINSDALE	48.0	61.0	62.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
MONTROSE	46.5	20.5	21.0	23.0	18.0	32.0	19.0		10.0	28.0	5.0	18.5	10.0	23.5	20.0	14.0	20.0	32.0	27.0	
OURAY	13.0	14.0	32.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
SAN MIGUEL	35.0	11.0	27.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
REGION 11																				
EAGLE	32.0	40.5	12.0	26.0	6.0	25.5	22.0		5.0	7.0	21.0	18.5	22.5	10.5	15.0	4.0	3.0	3.0	3.0	
GARFIELD	33.5	29.5	42.0	4.0	35.0	21.0	9.0		8.5	****	****	21.0	16.0	3.0	3.0	27.0	14.5	18.0	23.0	
MESA	44.0	32.5	28.5	9.0	18.0	24.0	16.0		15.0	18.0	19.0	9.0	7.0	10.5	8.0	20.0	14.5	11.5	9.0	
PITKIN	24.0	62.0	56.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
SUMMIT	54.0	51.0	53.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
REGION 12																				
GRAND	33.5	34.0	47.5	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
JACKSON	54.0	28.0	28.5	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
MOFFAT	41.5	39.0	36.0	2.0	25.0	10.0	20.0		17.0	****	1.5	3.0	3.5	15.0	17.0	35.0	10.0	1.0	6.0	
RIO BLANCO	50.5	38.0	47.5	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	
ROUTT	37.5	19.0	40.0	****	****	****	****		****	****	****	****	****	****	****	****	****	****	****	

COUNTY	ETHNIC 175 % F-HARD CH<6	176 % ≥16 W CL	177 % ≥16 B CL	178 % ≥16 FARM	179 % ≥16 SERV	180 MEAN INC	181 PER CAP INC	182 % FAM SS	183 % FAM ASST	INCOME 184 MEAN INC	185 % ASST	186 < POVERTY % F HD	187 % ALL	188 % SS	189 % INC < POV
REGION 1															
LOGAN	17.0	16.0	21.5	9.0	18.0	20.0	28.0	28.0	28.0	19.0	30.0	31.0	21.0	32.0	22.0
MORGAN	8.5	32.0	6.0	10.5	11.0	14.0	26.0	16.0	10.0	6.0	14.0	25.0	8.0	24.5	8.0
PHILLIPS	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
SEDGWICK	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
WASHINGTON	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
YUMA	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 2															
LARIMER	3.0	14.0	26.5	16.0	13.5	15.0	11.0	29.0	27.0	13.0	22.0	22.0	24.0	28.0	28.0
WELD	8.5	21.5	9.0	10.5	24.5	19.0	17.0	14.0	18.0	12.0	7.0	9.5	17.0	17.0	16.0
REGION 3															
ADAMS	11.5	8.0	17.5	24.0	20.0	3.0	6.0	31.0	26.0	14.0	10.0	11.5	30.0	24.5	30.0
ARAPAHOE	15.0	2.0	30.0	26.0	33.0	1.0	1.0	34.0	30.0	11.0	13.0	18.5	34.0	26.0	32.0
BOULDER	4.0	4.0	20.5	20.5	23.0	8.0	5.0	25.0	24.0	97.0	9.0	15.0	29.0	20.5	29.0
CLEAR CREEK	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
DENVER	16.0	10.0	14.5	31.0	19.0	11.0	7.0	24.0	17.0	96.0	1.0	6.0	20.0	13.5	19.0
DOUGLAS	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
GILPIN	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
JEFFERSON	19.0	1.0	32.0	29.5	33.0	2.0	2.0	30.0	32.5	10.0	31.0	17.0	33.0	7.0	33.0
REGION 4															
EL PASO	13.0	12.0	28.0	29.5	9.0	18.0	10.0	32.0	29.0	15.0	28.0	20.0	27.0	31.0	27.0
PARK	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
TELLER	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 5															
CHEYENNE	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
ELBERT	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
KIT CARSON	1.0	****	25.0	1.0	24.5	28.0	35.0	****	32.5	1.0	****	33.0	5.0	****	9.0
LINCOLN	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 6															
BACA	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
BENT	2.0	28.0	34.0	20.5	1.0	31.0	21.0	22.5	22.0	28.0	24.0	5.0	13.0	11.0	11.0
CROWLEY	22.0	20.0	29.0	14.0	4.0	29.5	29.0	7.0	25.0	7.0	27.0	****	16.0	13.5	18.0
KIOWA	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
OTERO	11.5	29.0	19.0	13.0	6.0	23.0	30.0	10.0	16.5	10.0	18.0	21.0	11.0	8.5	10.0
PROWERS	16.0	31.0	20.0	5.0	7.0	24.0	32.0	17.5	5.0	2.0	5.0	27.0	4.0	33.0	4.0

COUNTY	175 % F-NARR CH<6	176 % &16 W CL	177 % &16 W CL	178 % &16 FARM	179 % &16 SERV	180 MEAN INC	181 PER CAP INC	182 % FAM SS	183 % FAM ABST	184 MEAN INC	185 % ASST	186 % HD	187 % ALL	188 % SS	189 % INC < POV
										INCOME		< POVERTY			
REGION 7															
CHAFFEE	29.0	7.0	13.0	****	21.0	21.0	19.0	12.0	8.5	99.0	2.0	3.0	26.0	2.8	24.0
CUSTER	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
FREMONT	24.0	11.0	11.0	25.0	30.0	10.0	13.0	20.0	35.0	32.0	****	14.0	23.0	22.5	17.0
HUERFANO	34.0	19.0	8.0	27.5	13.5	29.5	23.0	6.0	16.5	18.0	15.0	29.0	10.0	8.5	5.0
LAKE	38.0	26.0	1.0	****	33.0	7.0	9.0	33.0	31.0	9.0	19.0	16.0	31.5	4.0	34.0
LAS ANIMAS	21.0	16.0	24.0	17.0	10.0	33.0	24.0	21.0	8.5	95.0	6.0	18.5	7.0	5.0	6.0
PUEBLO	23.0	15.0	14.5	27.5	12.0	12.0	15.0	22.5	19.0	90.0	3.0	9.5	25.0	15.0	23.0
REGION 8															
ALAMOSA	7.0	6.0	31.0	15.0	8.0	26.0	20.0	15.0	28.0	92.5	17.0	8.0	12.0	10.0	7.0
CONEJOS	27.0	17.0	21.5	4.0	27.0	34.0	33.0	4.0	9.0	91.0	11.5	23.5	1.0	12.0	2.0
COSTILLA	31.0	3.0	33.0	8.0	31.0	25.0	25.0	9.0	3.0	17.0	4.0	32.0	3.0	30.0	1.0
MINERAL	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
RIO GRANDE	18.0	36.0	23.0	3.0	16.0	27.0	31.0	19.0	4.0	8.0	16.0	23.5	9.0	22.5	12.0
SAGUACHE	25.5	34.0	2.0	2.0	35.0	35.0	34.0	1.0	1.0	4.0	23.0	30.0	2.0	6.0	3.0
REGION 9															
ARCHULETA	25.5	21.5	3.0	22.5	29.0	9.0	14.0	27.0	14.5	5.0	11.5	26.0	19.0	17.0	26.0
DOLORES	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
LA PLATA	6.0	25.0	16.0	22.5	2.0	32.0	27.0	13.0	14.5	92.5	20.5	11.5	15.0	10.0	14.0
MONTEZUMA	32.0	13.0	12.0	19.0	22.0	16.0	16.0	2.0	13.0	33.0	26.0	4.0	22.0	3.0	15.0
SAN JUAN	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 10															
DELTA	28.0	24.0	10.0	6.5	28.0	22.0	22.0	11.0	7.0	3.0	25.0	34.0	14.0	27.0	20.0
GUNNISON	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
HINSDALE	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
MONTROSE	30.0	27.0	7.0	12.0	17.0	17.0	18.0	8.0	11.0	24.0	8.0	13.0	6.0	17.0	13.0
OURAY	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
SAN MIGUEL	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 11															
EAGLE	5.0	33.0	4.0	****	5.0	4.0	8.0	28.0	34.0	31.0	29.0	28.0	35.0	29.0	31.0
GARFIELD	20.0	23.0	5.0	****	15.0	5.0	3.0	5.0	6.0	****	****	1.0	31.5	****	****
MESA	10.0	9.0	17.5	18.0	26.0	13.0	12.0	17.5	21.0	16.0	20.5	7.0	18.0	20.5	25.0
PITKIN	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
SUMMIT	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
REGION 12															
GRAND	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
JACKSON	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
MOFFAT	****	5.0	35.0	6.5	3.0	6.0	4.0	3.0	28.0	****	****	2.0	28.0	1.0	21.0
RIO BLANCO	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****
ROUTT	****	****	****	****	****	****	****	****	****	****	****	****	****	****	****

Mr. RUPERT. Next we will hear from Luther Black, director, adult basic education, State Department of Education of Little Rock, Ark.

STATEMENT OF DR. LUTHER H. BLACK, DIRECTOR, ADULT BASIC EDUCATION, ARKANSAS STATE DEPARTMENT OF EDUCATION

Mr. BLACK. Senator Pell and Senator Javits, in 1964 the State of Arkansas was not provided any adult elementary education for its citizens through the Adult Education Act. It was called to our attention that 369,000 adults had less than an eighth grade education. This number has now been reduced to 317,444.

Today in this year we enroll 8,000 adult citizens in this program. It covers 68 counties of the 75 counties. The program is limited because of limited funds, but could be easily continued if funds were available to carry out the educational process.

Some of the institutions where programs now serving the clientele of adults are mental hospitals, rehabilitation centers, the schools for the deaf, the State prisons or correctional institutions and the vocational, technical schools.

Five hundred adults are being employed from the programs of adult education this year, and these newly employed adults are bread winners and provide a better base for family structure, from 250 to 400 adults in a job training program each year, having the opportunity to bring up their educational level.

The adult educational production line has turned welfare recipients into full-time teachers, unemployed clientele into practical nurses, job failures into truck drivers, academic inadequacies into skilled mechanics, from adult class participants into teacher aides, careerless into advanced secretaries and adult nonworkers into adult workers.

Let me quote a letter from a student at the school.

I have learned to read and write better, and I hope it will still go on, please. That is why I am writing this letter to you. I hope it will go on. I am a student at the Hensberg school. I am trying to learn more and more so I can help myself and my family.

Senator PELL. Thank you very much indeed.

[The prepared statement submitted by Mr. Black follows:]

ARKANSAS DEPARTMENT OF EDUCATION

ADULT EDUCATION SECTION

Materials Presented While Testifying Before The
Congressional Sub-Committee
Washington, D. C. May 28, 1973

Submitted by: Dr. Luther H. Black

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FINANCIAL STATUS PRIOR TO 1964:

The Federal Government sounded the need warning for Adult Basic Education in the state. There were 369,000 adult citizens in the State of Arkansas in 1964 who were in need of an eighth grade education to improve their functional abilities, but the state made no funds available.

ADULT EDUCATION ACT BRINGS NEW OPPORTUNITIES:

The Adult Education Act found 369,000 eligible Arkansans with less than an eighth grade education. This new federal leadership released dynamic [illegible] of another beginning. Through the Adult Education Act, the adults needing an eighth grade education has decreased in seven years from 369,000 to 317,444, a reduction of 51,556. However, this reduction could have been doubled if funds had been available.

Adult Basic Education has shown an increase during the past three years even though federal funding has remained the same. During the 1972-1973 fiscal year, 8,000 adults have been enrolled in programs across the state. More than 120 school districts are involved in adult education. Of the 75 counties in Arkansas, 68 are receiving limited educational opportunities. Increased demands are being made by school districts for new programs and expanded classes annually. This year, 3,000 adults were denied instruction because of insufficient funds.

Adult Basic Education clientele is being served through the following: public schools, mental hospitals, rehabilitation centers, the deaf schools, SCAN program, state prisons or correctional institutions,

vocational-technical schools, Job Corps, Model Cities, Right To Read Program, Manpower agencies, welfare programs, WIN Program and juvenile training programs.

Employment is obtained each year by 400 to 500 adults as a direct result of instruction and guidance in the Adult Basic Education Program. These employed adults are breadwinners that provide new hope for family stability and form a better community base. The new employees help to decrease the welfare lines by turning failures into gains. This achievement helps the economic strength in the neighborhood, state and nation.

Each year 250 to 400 adult students enter job training programs. This is made possible because of academic attainment through the eighth grade. The Adult Basic Education Program provides the instructional skills to profit from the available occupational and vocational skill training opportunities in the state.

The adult educational production line has turned welfare recipients into full-time teachers, unemployed clientele into practical nurses, job failures into truck drivers, academic inadequacies into skilled mechanics, from adult class participants into teacher aides, careerless into advance secretaries and adult non-workers into adult workers.

EXCERPTS FROM OTHER AGENCIES PARTICIPATING IN ADULT BASIC EDUCATION:

Director of Area Vocational-Technical School: "As you know, during fiscal year 1971-1972, we were able to carry seventy-five students through

Adult Basic Education into General Adult Education and some continuing directly into a vocational training area. We can site individual cases where individuals have completed all three steps and have come from being on welfare to becoming an employed person in the manpower stream."

Commissioner of Arkansas Mental Health Services: "As Commissioner of Arkansas Mental Health Services, I have observed over the years various programs designed to help the patients and I can truthfully say, without hesitation, that your program has been one of the most beneficial programs ever to be undertaken at this hospital. It is my sincere wish that the Arkansas State Hospital and the Adult Education Department can work hand in hand for many years to come for the benefit of all concerned."

Administrator of Arkansas State Hospital: "In my years as Administrator of the hospital, I can truthfully say that your program is one of the programs that has made a lasting contribution to the hospital. The therapeutic and academic success that your program has afforded our patients is unmeasurable. We, at the Arkansas State Hospital, hope that Adult Education will be a part of this hospital for many years to come."

Student Attending Adult Basic Education classes: "I have learned to read and write better and I hope it will still go on please. That is why I am writing this letter to you. I hope it will go on. I am a student at Hensley School trying to learn more and more."

Newspaper Article "Progress in Arkansas Prisons: "Funds furnished by the adult basic education program of the State Education Department provided for three full-time teachers and four part-time teachers, supplies,

and textbooks. During the summer of 1968, a learning center with 30 individual study stations, including tape recorders, record players, overhead projectors and other learning aids, were installed by adult basic education project to facilitate basic instruction with programmed materials.

Classes were held five days a week with each full-time teacher having a class of 10 to 15 inmates twice daily. Inmates then attended class half a day and worked the other half. For those who had jobs during the day, part-time teachers offered evening classes twice weekly.

The classroom was a large, multi-purpose room which served the prison as chapel, library, dance hall, visiting,...i.e."

Comments from Honorable Dale Bumpers, Governor: According to an Arkansas Gazette article, "Bumpers said that about 50 per cent of the students enrolling in the first grade in Arkansas this year probably would drop out of high school.

This is an unacceptable figure for Arkansas.....

Bumpers said he had become aware of the extent of the demand for adult education programs after becoming governor and had advocated increased state spending for them."

WITHOUT FEDERAL SUPPORT OF ADULT EDUCATION:

To concentrate on this possibility appears to be irrational, because at no time in history has our nation failed to recognize the education of its citizens as a part of democracy. However, if support is stopped, we envision these conditions:

1. The hopes of 22 million solid adult citizens will be shattered because their only escape route is through adult basic education.

2. The final door to overcome poverty will be closed to those who need additional education for employment.

3. Instruction is the heart of adult education and without federal catagorical support, 90% of the state's instruction will be discontinued.

4. Assistance to adults in securing employment suitable to their physical and learning capacities will be blocked.

EXTENSION OF THE PRESENT ADULT EDUCATION ACT:

The state can continue to move forward with an extension of the Adult Education Act in its present form, but the pace of progress will be curtailed. The present act does not authorize funds for education beyond the eighth grade. Thus, many young adults whose motivation to learn must cease after completing this hurdle.

To some degree, the present act seems to penalize the adult citizen who struggles to advance beyond the eighth grade requirements.

BILL S. 1814 BENEFITS:

We fully agree with the concept and philosophy of Bill S. 1814, introduced in the Senate by Senator Javits, and co-sponsored by many other Senators. We know now better than ever, that there are 64 million or more adults trapped outside of our employment requirements and functional demands of our society. Thus, we see a basic coalition between the educational standard and the strength of the nation.

Bill S. 1814 carries a special praise worthy of mentioning. The Bill provides up to 25% of funds for high school equivalency programs for adults. This will strengthen the adult basic education program by

erasing the gap that now exists and creating an adult learning flow from elementary education through high school education. This Bill is unparalleled in human history. Therefore, we sanction passage.

TOMORROW'S RENAISSANCE:

The past 9 years have moved education to the brink of a new transitional renaissance through adult education instruction, free lancing, and experimental research. These "adult emphasis" years have enabled educators to repudiate the cloud of myth that adults cannot learn. The image of adult learning has been dignified into an "inalienable right-concept" of democracy.

Within this educational realm, adult basic education will still remain a priority-goal, but the broad range of adult education will move into the inquiring stage. Adult education will concern itself with not only academic needs and information of adult students, but will manifest a new thrust into the knowledge and understanding of adult mankind.

Mr. RUPERT. Dr. Edgar Boone is president of the Adult Education Association of the United States and is a staff member of the North Carolina State University in Raleigh, N.C.

STATEMENT OF EDGAR BOONE, PRESIDENT OF THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES, FROM NORTH CAROLINA STATE UNIVERSITY, RALEIGH, N.C.

Mr. BOONE. Senator, as president of the Adult Education Association of the United States, I am pleased to speak in support of the expansion of all adult education programs.

I would like to point out to you and the committee that our association includes people engaged in adult education in a number of diverse kinds of programs including university extension courses, community colleges, correctional institutions, public libraries, adult basic education programs, and, of course, many other programs which are both funded with public as well as nonpublic funds.

I want to emphasize that every segment of our membership feels very deeply that the continuance and expansion of the already modest level of Federal support for education programs designed to assist those who have reached adulthood with serious gaps in their education is imperative.

AEA considers the funding of adult education programs as a foundation on which the whole concept of lifelong learning is predicated.

We fully support the statement made by Mr. Rupert. I should like, however, to highlight two aspects of the Adult Education Act, namely research and teacher training.

We feel that research moneys provided under Senate bill 1814 are extremely important in order to achieve maximum program results. It is imperative that we continually evaluate and search for ways and means of improving our program.

In the realm of teacher training, we are woefully lacking in the number of trained personnel needed to maintain a viable program. Further, continuing education for teachers, just as for other professions, is indispensable to the vitality and relevance of the program. Teaching adults who suffer serious educational deficiencies in their preparation for life is an extremely difficult task which requires the highest specialized training. Funds must be provided to support quality research and teacher training programs.

AEA strongly endorses the creation of State advisory councils on adult education as provided in the legislation. The effectiveness of the National Advisory Council on Adult Education in recent years has clearly demonstrated this, and we believe that the creation of such councils at the State level would be extremely important in providing advice and counsel to decisionmakers of the highest level on behalf of adult education.

Finally, I would like to comment on why we feel so committed to categorical funding for adult education. First, we feel that the national commitment to educate functionally illiterate must be sustained by a Federal level consistent with that commitment and clearly earmarked for this program and, second, given the mobility of our population today, citizens in each State have a legitimate concern as to what happens in other States, since the educational deficiency of adults moving from one State to another can contribute to the socioeconomic problems of the State in which they relocate.

We strongly urge your favorable consideration of S. 1814.

Senator PELL. Thank you very much.

[The prepared statement submitted by Mr. Boone follows:]

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Statement of EDGAR J. BOONE, President of the Adult Education Association of the USA, on S.1814 before the Senate Subcommittee on Education of the Senate Committee on Labor and Public Welfare, June 28, 1973.

The Adult Education Association of the USA includes within its membership persons and institutions engaged in all facets of adult education: cooperative extension, university extension, professional continuing education, industrial and leadership training, adult basic education, and other less compartmentalized areas of adult learning, as well as those engaged in the academic and professional preparation of adult educators in institutions of higher education. It includes persons and institutions engaged in programs that are operated with public funds and those that are financed from non-public sources.

AEA/USA is represented here today because every segment of our membership, whether directly involved operationally in the kinds of adult education programs covered in S.1814 or not, feel very deeply that the continuance of the already very modest level of Federal support of education programs, designed to assist those who have reached adulthood with serious gaps in their education, is imperative. We feel that the extension and expansion of such effort which would result from the enactment of S. 1814 is essential if our society is to cope with the socio-economic problems which are greatly aggravated by the inability of significant segments of our adult population to function as useful, productive citizens because of educational deficiencies.

Further, continuance of Federal support of adult education through enactment of S.1814 would be reflective of a growing societal awareness that learning must be viewed as a lifelong process and not as an activity largely confined to that segment of the population under 25 years of age. Therefore, we fully support the general statement presented by the first witness, Mr. Rupert.

In view of the fact that AEA's appearance before this Committee is part of a cooperative effort to make the most efficient and productive use of the time allocated, we would like to direct our specific attention to those portions of the Adult Education Act which affect research and staff development efforts related to adult education programs and which the enactment of S.1814 would continue. As a Professor of Adult Education, I am constantly made aware of the extent to which research and evaluation have the capacity to help determine whether adult education or adult re-education programs are productive, accountable or valid in assumption and application. Much research in America has been done, filed and forgotten.

Other research has resulted in an active, productive application of those research findings. Out of research, economic productivity has increased. It is this kind of research, supported through funds made available under Section 309 of the Adult Education Act, that must continue if the programs themselves are to achieve maximum results.

There is a short cycle in adult education programs as between results and manifestation of those results in the economic marketplace of our society. That short cycle of identifiable productive results ought to be a half-decade or less rather than approximately three or four decades as is necessary with non-adult programs.

We believe that it is essential to support continued research in adult education involving methods, systems, materials, and programs which show unusual promise in promoting a comprehensive, coordinated, accountable approach to citizens with educational deficiencies or re-educational needs.

The key to success for any educational program is the plan and the teacher. Both need constant examination or re-examination of relevant facets of the training process. Just as research and critical evaluation is indispensable to the achievement of accountability and effective integration of resources, so the training and development of staff is indispensable to the achievement of learning results commensurate with the needs of the adult learner and with the investment of human and material resources the program requires.

Since the enactment of the Adult Education Act, thousands of men and women have been enlisted to teach adults who have educational deficiencies. This is not an easy, uncomplicated task. They must do more than teach adults the three "R's"; they must also assist these people to cope with problems of daily living and to increase their effectiveness as citizens, parents and workers.

Summer institutes, regional staff development programs and regional educational laboratories have been made possible by funds provided under Sec. 309. These programs have resulted in much more productive and effective teaching than could possibly have been done given the constraints imposed by the absence of trained personnel in proportion to the need and the necessity for extensive use of paraprofessionals in ABE programs which was and continues to be absolutely essential.

Even though S.1814 would reduce from 20 percent to 15 percent the maximum percentage of funds appropriated which the Commissioner could devote to the purposes of Sec. 309, the Adult Education Association is willing to support this on the assumption that the funds appropriated in the future years will be significantly greater than has been the case heretofore. If no significant increase in funds were appropriated, however, we would want to reassess our support for this provision of S. 1814, since a reduction in this percentage with no increase in the level of funding would represent a 25 percent reduction in funds available for Sec. 309 purposes. Therefore, we view the continuance of Federal support of research and training absolutely indispensable to assure reasonably effective programs of adult learning.

Although we support Senate Bill 1814 as an improvement over the present Act, we recognize that an extension of the present Act may be all we can hope for this year. We do feel strongly, however, that a level of appropriation much closer to the $225,000,000 currently authorized is imperative if the momentum generated over the last five years is to be sustained.

Finally, AEA supports the creation of state advisory councils on adult education as provided by Sec. 6 of S.1814. The effectiveness of the National Advisory Council on Adult Education in recent years has been clearly demonstrated and we believe the creation of such councils at the state level would be extremely important in providing advice and counsel to decision makers at the highest level on behalf of adult education.

We urge your favorable consideration of S. 1814. Thank you.

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Mr. RUPERT. Ms. Edythe Hayes is with the Fayette County Board of Education, Lexington, Ky.

STATEMENT OF MS. EDYTHE J. HAYES, TEACHER, FAYETTE COUNTY BOARD OF EDUCATION, LEXINGTON, KY.

Ms. HAYES. Our Founding Fathers believed that if America were to become a great democratic nation, then its citizens must be educated. They, therefore, designed and implemented the greatest public school system in the world—but only for children.

Our Founding Fathers, with all of their wisdom, could not foresee or envision the changes that would occur in our world and specifically those that would occur in our country. Because of these changes, it is apparent to us, as I am sure that it would be to our Founding Fathers, that an educational system that begins and ends in childhood is only dealing with the first phase of the educational problem.

The educational plans for a democratic, dynamic, American society must provide programs that are coterminous with life—only the subject matter and the teaching techniques must differ. Without this logical, foresightful approach to education, even the informed adult of today becomes the obsolete adult of tomorrow. The uninformed adult then, is totally deleted from our educational system and society. America can no longer afford the luxury of the half-an-education approach as it is a waste of human resources.

In our community, this waste of human resources fills our jails, crowd the welfare rolls, obstructs leisure activities and in general, ignites fears and concerns for the health and safety of our community. It is then, our responsibility and opportunity to provide an education program for adults that will prevent this waste. We have begun the effort of recycling human resources through adult basic education. This program must continue and must be expanded.

Adult basic education programs have, can, and must continue to provide the educational know-how, leadership and resources necessary for each individual to adjust to societal needs and changes. ABE must contiuue to:

(1) Give the individual the flexibility of mind, spirit and skills required to adjust to life's circumstances;

(2) Help the individual understand the nature of our changing society and its implications for him (or her) and the community;

(3) Help the adult influence change in a positive manner. This is vital to us as individuals and as a nation. To accomplish the above, we must update and expand the educational philosophy of our Founding Fathers.

But what if we decide not to update our educational philosophy? Then we should prepare ourselves:

(1) To continue to support large welfare rosters because without the opportunity and encouragement of a free public adult program, the uneducated or undereducated adult is locked-in and has no means of breaking the educational cycle which is necessary if one is to become a functional part of society;

(2) To have Eric's and Rodney's who cannot read. Their children cannot read because their parents cannot read. Therefore, the parents have no feel for education. Yet these parents are permitted to vote

and thereby help to decide the fate of our Nation with little or no information. Our American society deserves better. These parents are models for their children and when Eric and Rodney become adults, they will repeat the cycle. Society will continue to pay for its negligence toward education.

(3) To have persons who are phased out of the employment market because they have no way to update their education, i.e. persons who have jobs that now require a higher education certificate (GED) than it did at the time of their employment (eighth grade certificate) or the undereducated adult who because of extenuating circumstances must enter the job market.

Our Founding Fathers took the first step toward the preservation of an orderly, democratic society when they created educational programs for children. The fulfillment of our total obligation demands that we go to the next phase and continue to provide programs for adults that will raise their standards of living and thinking, that will enrich their lives as individuals, that will help them to become more responsible and responsive citizens and that will help adults improve their family life. The American dream as envisioned by our Founding Fathers cannot become a reality until we provide programs of this scope for adults. Until such programs are provided, Americans in general and Kentuckians, specifically, cannot reach their fullest potential.

Adult basic education is a concept—not just another educational program. It is a success oriented concept that can strengthen the foundation of not only the family structure but that of our Nation by improving the worth and opportunity of the individual.

[The prepared statement submitted by Ms. Hayes follows:]

SENATE HEARING

June 28, 1973

Presented
by
Edythe J. Hayes
Lexington, Kentucky

ADULT BASIC EDUCATION - A SOCIETAL MUST

Our Founding Fathers believed that if America were to become a great democratic nation, then its citizens must be educated. They, therefore, designed and implemented the greatest public school system in the world - but only for children.

Our Founding Fathers, with all of their wisdom, could not foresee or envision the changes that would occur in our world and specifically those that would occur in our country. Because of these changes, it is apparent to us, as I am sure that it would be to our Founding Fathers, that an educational system that begins and ends in childhood is only dealing with the first phase of the educational problem.

The Educational plans for a democratic, dynamic, American society must provide programs that are coterminous with life - only the subject matter and the teaching techniques must differ. Without this logical, foresightful approach to education, even the informed adult of today becomes the obsolete adult of tomorrow. The uninformed adult then, is totally deleted from our educational system and society. America can no longer afford the luxury of the half-an-education-approach as it is a waste of human resources.

In our community, this waste of human resources fills our jails, crowd the welfare rolls, obstructs leisure activities and in general, ignites fears and concerns for the health and safety of our community. It is then, our responsibility and opportunity

to provide an educational program for adults that will prevent this waste. We have begun the effort of recycling human resources through Adult Basic Education. This program must continue and must be expanded.

Adult Basic Education programs have, can, and must continue to provide the educational know-how, leadership and resources necessary for each individual to adjust to societal needs and changes. ABE must continue to:

1) give the individual the flexibility of mind, spirit and skills required to adjust to life's circumstances
2) help the individual understand the nature of our changing society and its implications for him (or her) and the community
3) help the adult influence change in a positive manner. This is vital to us as individuals and as a nation. To accomplish the above, we must update and expand the educational philosophy of our Founding Fathers.

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2) to have Eric's and Rodney's who cannot read. There children cannot read because their parents cannot read. Therefore, the parents have no feel for education. Yet these parents are permitted to vote and thereby help to decide the fate of our nation with little or no information. Our American society deserves better. These parents are models for their children and when Eric and Rodney become adults, they will repeat the cycle. Society will continue to pay for its negligence toward education.

3) to have persons who are phased out of the employment market because they have no way to update their education, i.e. persons who have jobs that now requires a higher educational certificate (G.E.D.) than it did at the time of their employment (3th grade certificate) or the undereducated adult who because of extenuating circumstances must enter the job market.

Our Founding Fathers took the first step toward the preservation of an orderly, democratic society when they created educational programs for children. The fulfillment of our total obligation demands that we go to the next phase and continue to provide programs for adults that will raise their standards of living and thinking, that will enrich their lives as individuals, that will help them to become more responsible and responsive

citizens and that will help adults improve their family life. The American dream as envisioned by our Founding Fathers cannot become a reality until we provide programs of this scope for adults. Until such programs are provided, America in general and Kentuckians, specifically, cannot reach their fullest potential.

Adult Basic Education is a concept - not just another educational program. It is a success oriented concept that can strengthen the foundation of not only the family structure but that of our nation by improving the worth and opportunity of the individual.

Mr. RUPERT. Next we will hear from Leonard Hill, chairman, National Advisory Council on Adult Education from Lincoln, Nebr.

STATEMENT OF LEONARD HILL, CHAIRMAN, NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION, LINCOLN, NEBR.

Mr. HILL. Senator Pell, Senator Javits, I would like to take just a moment to introduce to you two members of the national advisory council who feel this testimony important enough to be here. The first one is Ms. Ann Hopkins of Baltimore, Md., who is a housewife and mother and very active public worker and volunteer in the Baltimore area, and we are very privileged to have her here on the committee.

The second person is Dr. Paul Johnston who is chairman of the council's legislative committee and is the former commissioner of education for the State of Iowa, long experienced in adult education.

Ms. Hopkins is our vice chairwoman.

Senator JAVITS. We are very glad to have Ms. Hopkins and Mr. Johnston here.

Mr. HILL. Thank you, Senator.

Senator Pell and Senator Javits, on behalf of the national advisory council and the 65 million adults in the United States who have less than a high school diploma or its equivalency, I would like to thank you personally for the intense interest you have shown over the years in adult education. We in adult education deeply appreciate your leadership and intend to support you with everything we have and can to continue the leadership that you have given us.

I know you are bombarded by requests for enactment of various programs at various times by special interest groups and all sorts of groups, but the testimony today, as I concluded and tried to summarize it, is not of this nature.

We are not here in the interest of any type of special group, but we are here in the interest of a major segment of the population of adults in the United States of America, the 64 million adults, 16 years of age and above, who have never had the privilege or did not assume the privilege at the time they could have to prepare themselves for the high school diploma program.

So what we are asking of you today is your continued leadership to help us make an investment in these American citizens, the adult population. It is an investment that is very similar to the wisdom shown by Congress in enacting the GI bill of rights several years ago, and all of us know the tremendous return that has received.

Several of us sitting at the table are here today because of the wisdom of Congress years ago.

Education is one of the great equalizers in our Nation, and it is a very, very important equalizer. The tragic thing about adult education is the fact that the bill expires Saturday evening at 11:59—the present bill. We know that you have endeavored to continue the bill for another year, and Senator Javits, your bill will make continuation for 5 years possible.

This is of utmost importance to those of us who practice in the area of adult education because we desperately need a new bill that will carry on the thing that has been started.

You have heard examples across the table here from the specific States and cities. Nationwide it is the same thing over and over again, and the wonderful thing about the adult education work is the fact that you cannot measure the results as you can measure the results of so many programs.

But based upon the earning power in correlation with educational level, we have research to give us an understanding that about $11.2 is returned for every dollar invested. This is not $11.2 given back to the United States in tax payments, but it is $11.2 earning possibility on the part of adults as they upgrade their educational abilities.

The income level between someone who has a seventh grade education and someone who has a high school diploma in a lifetime amounts to more than $154,000. This is something for us to consider.

One of the reasons for this is the fact that job opportunities are enlarged. At the present time if a person does not have the badge of a high school completion or its equivalency, 90 percent of the job possibilities are closed to that person.

This does not take into consideration many of the other benefits that are not measurable by dollars and cents, such as already have been mentioned: Their parental competency, the father who takes his two daughters to the library to show them the areas wherein they can find books to read; the father who maintains pride in his fatherhood. You cannot measure this.

Nor can you measure the nutritional value given to mothers as mother learns how to mix one cup of powdered milk with three-fourths cup of water; nor can you measure the effect of adult education upon the attitude that has changed by junior high school students who once were dropouts when they see dad and mother going back to school.

Nor can we talk about the fact that pride comes to a man who can say to his children that he is now working and is no longer just another welfare recipient. These prides and accomplishments are before us today as we think of what has been accomplished because of adult education, basic education, and adult education in general.

This is why I say to you today it is important for us to have legislation that we need desperately.

I would like to take just 1 more minute to talk to you about some of the questions you raised earlier. When adult education was enacted in 1965 we had 13 State directors of adult education in the Nation. Now every State and territory has a director, and these directors are specifically trained to work in and with the adult population, which is our target population.

To me this is the reason we are being successful.

Where is adult education in the local States? It is not just enough to say that we have completed the process of getting State directors but in the States we have supporting funds now that would never have been made possible had it not been for adult education. However, adult education is not mature enough to fight the battle of mainstream education, but in many States will die if we do not have the continued leadership that you have given us over the past years.

It is not hard to recruit adult education people. It is difficult to work in the hardcore unemployed area of adult education, and we ought to have special emphasis in adult basic education.

These people who have less than an eighth grade education need special attention, special counseling, but with this they are not hard to recruit. High school completion students are not hard to recruit. Many of them in our States are willing to help share the cost of completion of high school.

But if we were to have funding at an appropriate level, which I believe to be about $225 million, I really believe we could triple the number of people who are in high school completion, especially if you released us from the present rules and regulations which do not allow us the privilege of going into the high school level and training adults.

Senator Javits and Senator Pell, the cost last year, 1972, in the State of Nebraska, to put someone through high school in adult basic education amounted to $78 per year per student. On a national level it was $65 a year—talking about Federal funds.

This has been matched with approximately $23 per student on the State and local levels. We cannot drop the great program that we have commenced.

As to the GED questions you raised, we suggest that 3 years of English is necessary for a person to complete high school credits. We feel 2 years of math, 1 year of American history and physics, 1 year of history and general science, but the great emphasis is upon the comprehension of reading ability: Can the adult comprehend what he reads?

Right now the National Advisory Council is engaged in an in-depth study bringing together all the information in related fields. We feel that the study we are making will open to adult educators new fields of intense interest.

So it is with this thought in mind that I share with you the feeling of the National Advisory Council, and adult educators across the Nation, in respect to the bills which you have introduced. We desperately need your leadership and your help to maintain the good job we have begun.

Senator PELL. Thank you very much indeed.

QUESTIONS TO WITNESSES

Senator JAVITS. Thank you, Mr. Hill.

Ladies and gentlemen, I am not going to ask you any questions because you have operated as a panel, but I would like you collectively to answer the following questions, and the staff will work out with you the mechanics.

Why do you feel adult education needs categorical Federal aid as distinguished from the special revenue sharing approach?

To what extent have there been State or local financial commitments to adult education?

Where are the adult basic education classes being held, and what kind of citizens are attending them?

I am certainly impressed, Mr. Chairman, with the testimony relating to the influence upon child upbringing and guidance of adult education, its effect on infant mortality, its effect on keeping the children in school if the parents are studying, its effect on welfare, keeping people off welfare, and its fantastic effect on the jobs and on upgrading jobs, all of which has been testified to.

Finally, I would like to ask Mr. Ast if he could—and I think this would help us—get a letter from each of the member organizations of the Coalition of Adult Education, addressed to the chairman of our committee, Senator Pell, endorsing this bill, with what other changes have been suggested by Mr. Rupert.

I think that would be very helpful, rather than to just rely on the fact that official representatives express their official policy in their boardroom.

Mr. AST. We certainly shall.

Senator JAVITS. I ask unanimous consent that all of that be included in the record.

Senator PELL. It will be.

[The information referred to and subsequently supplied follows:]

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NATIONAL ASSOCIATION FOR PUBLIC CONTINUING & ADULT EDUCATION
1201 Sixteenth Street, N.W.
Washington, D. C. 20036
Area Code 202—833-5486

July 2, 1973

Rec'd JUL 9 1973
Ans'd

The Honorable Claiborne Pell
The United States Senate
Washington, D. C. 20510

Dear Senator Pell:

Thank you for the opportunity to appear before the Senate Sub-Committee on Education in support of S 1814 on June 28, 1973. As one of the seven adult educators who participated in the testimony, and as Legislative Chairman for the National Association of Public and Continuing Education, I was deeply impressed with your knowledgeability about our needs, problems, and suggestions.

Since our testimony is now a matter of record, we would hope that you favorably consider our suggestions for change. You may rest assured that all adult educators will provide the required backing and support to move legislation through the Congress of the United States. We will watch the progress of S 1814 and stand ready to provide additional testimony when needed.

Sincerely yours,

R. W. Rupert
Legislative Chairman

RWR/hb

cc: Senator Alan Cranston
James Dorland

Robert W. Rupert, Administrator
Division of Career & Continuing Education
Los Angeles City Unified School District
450 North Grand Avenue, Room A-431
Los Angeles, Ca. 90012

Judson P. Bradshaw, President, San Diego, California • Monroe C. Neff, President-Elect, Albany, New York
Rose Mary Pattison, Secretary-Treasurer, Moline, Illinois • James R. Dorland, Executive Director, Washington, D.C.

EXECUTIVE CHAMBERS

HONOLULU

JOHN A. BURNS
GOVERNOR

July 6, 1973

Dear Senator Pell:

The State of Hawaii wishes to convey its full endorsement of the Amendments to the Adult Education Act of 1973, S.1814.

It is our interpretation that the bill provides for:

.... Extending the authorizations of existing programs for five years through FY 1978.

.... Providing that up to 25% of funds may be used for high school equivalency programs for adults so as to ensure a concentration of effort on those 64 million Americans with less than a high school education.

.... Giving new emphasis to adult programs in community schools.

.... Specifying the inclusion of institutionalized adults in the target population.

.... Providing for State Advisory Councils which may be established in each state to advise the Governor or an elected state Board of Education on adult education programs.

These proposed improvements should serve as catalyst for quality, long-range commitments to the advancement of Adult Education programs throughout the nation. Your committee is to be congratulated.

Aloha, and may the Almighty be with you and yours always.

Sincerely,

James A. Burns

The Honorable Claiborne Pell, U.S.S.
Chairman, Subcommittee on Education
Committee on Labor and Public Welfare
United States Senate
Washington, D. C. 20510

cc: Honorable Hiram L. Fong, U.S.S.
Honorable Daniel Inouye, U.S.S.
Honorable Patsy T. Mink, M.C.
Honorable Spark M. Matsunaga, M.C.

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

July 5, 1973

The Honorable Claiborne Pell
United States Senate
Washington, D. C.

Dear Senator Pell:

With gratitude--and a considerable degree of delight--I write to commend the Education Subcommittee's support of Senate Bill S 1814 in support of adult education programs now operating.

In 1966, when we were first qualified to make use of Federal funds, South Carolina had fewer than 6,000 students enrolled in adult education. Next year, with your help, we will have more than 100,000. In our state, currently, we graduate one adult for every six adolescents--yearly--in our high school programs.

I'm sure you can understand the tremendous effect this has on our economy, and the tremendous cultural effect it has on our populace. To use a perennial cliche, there simply are not words enough to thank you for your backing.

I can only hope, fervently, that the bill enjoys smooth sailing through the Senate. Thanking you, sincerely, once again, I remain

Yours very truly,

J. K. East, Director
Office of Adult Education
S. C. Department of Education

JKE:jf

NATIONAL AFFILIATION FOR LITERACY ADVANCE

Membership Organization of
LAUBACH LITERACY, INC.
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Phone: (315) 476-4051

Dr. Robert S. Laubach
President

Miss Priscilla Gipson
Executive Secretary, NALA
Director, U.S.A. Programs

1973-1974

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July 5, 1973

Labor and Public Welfare Committee
United States Senate
New Senate Office Building
Washington, D. C.

Dear Sirs:

The Executive Committee of the National Affiliation for Literacy Advance (NALA) urges the United States Senate Labor and Public Welfare Committee to give favorable consideration to legislation supporting Adult Education such as Adult Education Amendments of 1973 introduced by Senator Jacob Javits of New York.

NALA, an association of 12,000 volunteer tutors instructing 19,000 students by the "Each One Teach One" method in 48 states, is concerned that 22,000,000 Americans aged sixteen and over have less than an eighth grade education. It is vital to the nation that Congress approve legislation that will maintain training opportunities for unskilled citizens.

Many persons have become taxpayers rather than tax burdens as a result of Adult Basic Education. Thousands of adults have learned to read and write over the past years through the Adult Basic Education program. Thousands of others have learned to read through the work of NALA volunteers, but it would be wrong to assume that volunteers alone can handle the entire need. America must not ignore this great human resource potential.

Cordially,

Ben Bagwell

Ben Bagwell, President
National Affiliation for
Literacy Advance (NALA)

BB:nrs

ADULT STUDENT PERSONNEL ASSOCIATION, Inc.

UNIVERSITY COLLEGE OF LIBERAL AND APPLIED STUDIES
THE UNIVERSITY OF ROCHESTER
ROCHESTER, NEW YORK 14627

July 17, 1973

The Honorable Claiborne Pell, M.C.
325 Russell Building
Washington, D.C. 20510

Dear Sir:

I am pleased to write in support of the public testimony presented on June 28, 1973, to the Senate Subcommittee on Labor and Public Welfare, Education Subcommittee on behalf of Adult Education. I specifically wish to support the proposed Adult Education Amendments of 1973(S.1814).

I am particularly distressed with the low priority accorded to adult education in the President's budget message. I am convinced that we can no longer rely upon a child-centered educational system to meet the educational needs of our society. The failings of this system which has prevailed are amply illustrated in the statement presented to your subcommittee on June 28. Indeed the needs for an expanded and comprehensive adult education network have grown in the past decade. If categorical aid for adult education is not provided, I am afraid that the needs of America's millions of educationally disadvantaged adults will go unmet.

Sincerely,

Robert A. Allen, Jr.
President

RAA/es

Hawaii State Adult Education Advisory Council

September 6, 1973

The Honorable Claiborne Pell
United States Senate
Committee on Labor and Public Welfare
Washington, D. C. 20510

Dear Senator Pell:

The Hawaii State Adult Education Advisory Council wishes to convey its full endorsement of the amendments to the Adult Education Act of 1973, S.1814.

We understand that the bill provides for:

- Extending the authorizations of existing programs for five years through FY 1978.
- Providing that up to 25% of funds may be used for high school equivalency programs for adults so as to ensure a concentration of effort on those 64 million Americans with less than a high school education.
- Giving new emphasis to adult programs in community schools.
- Specifying the inclusion of institutionalized adults in the target population.
- Providing for State Advisory Councils which may be established in each state to advise the Governor or an elected state Board of Education on adult education programs.

These proposed provisions, if enacted, would undoubtedly improve the quality and advance the long range usefulness of adult education programs throughout the nation. Your committee is to be congratulated.

Sincerely yours,

S. Kanda

STEPHEN S. KANDA
Chairman

3314 Oahu Avenue
Honolulu, Hawaii 96822

Senator PELL. Thank you very much indeed, and the committee regrets the time pressures, but this is what happens as the session moves towards a recess period.

Senator JAVITS. May I say in deference and honor to these witnesses that they came last night, that they conferred and collaborated together, so that the testimony would stand together, but in the case of Mr. Hill he brought two others with him, and it is quite an extraordinary demonstration of citizen and educator interest in the program before us.

Senator PELL. And it will have a real impact on the movement of this legislation.

We thank all of you for coming.

Next we will hear from our panel on Gifted and Talented. I will ask them all to come forward.

GIFTED AND TALENTED PANEL

Senator JAVITS. The next panel of witnesses appears to testify on the Gifted and Talented Children's Educational Assistance Act, S. 874, which is known as the Javits-Williams bill.

Gifted and talented children are the most neglected minority in American education today. The purpose of S. 874 is to assure that these children do not fall by the wayside and are helped to develop their potential. The bill is patterned after the recommendations contained in the report to the Congress by the Commissioner of Education early last year on Education of the Gifted and Talented," a report which was reprinted and distributed by this committee. Unfortunately, the supply is now exhausted.

I ask unanimous consent that there appear at this point in the hearing record the text of my February 15, explanatory Senate statement introducing the bill, along with the text of S. 874. I should also like included in the record at this point the article, "Talent Down the Drain," by Dr. Harold C. Lyon, Jr., which appeared in the October 1972 issue of American Education, a publication of the U.S. Office of Education. Finally, I ask unanimous consent that there appear at an appropriate point in today's proceedings those written statements which are being submitted to the committee on gifted and talented children by persons who are unable to attend the hearing as witnesses.

[The following was subsequently supplied for the record:]

[From the Congressional Record—Senate, Feb. 15, 1973]

S. 874

A BILL To amend the Elementary and Secondary Education Act of 1965, to provide a program for gifted and talented children. Referred to the Committee on Labor and Public Welfare.

[By Mr. Javits (for himself, Mr. Williams, Mr. Beall, Mr. Cranston, Mr. Hughes Mr. Humphrey, Mr. Kennedy, Mr. Mondale, Mr. Pell, Mr. Randolph, Mr. Ribicoff, Mr. Schweiker, Mr. Stevens, Mr. Stevenson, Mr. Tunney, and Mr. Weicker]

GIFTED AND TALENTED CHILDREN'S EDUCATIONAL ASSISTANCE ACT

Mr. JAVITS. Mr. President, I introduce for myself and for the junior Senator from New Jersey (Mr. WILLIAMS) and for Mr. Beall, Mr. Cranston, Mr. Hughes, Mr. Humphrey, Mr. Kennedy, Mr. Mondale, Mr. Pell, Mr. Randolph, Mr. Ribi-

coff, Mr. Schweiker, Mr. Stevens, Mr. Stevenson, Mr. Tunney, and Mr. Weicker the Gifted and Talented Children's Educational Assistance Act. A majority of members of the Education Subcommittee have joined in cosponsorship. A similar measure will be introduced in the House by a bipartisan group of Representatives, the principal sponsor being Representative Dominick Daniels of New Jersey.

This measure seeks to meet the needs set out in the report submitted to the Congress by the Commissioner of Education early last year on "Education of the Gifted and Talented," a report which was reprinted and distributed by the Senate Committee on Labor and Public Welfare. The bill would:

First, establish a National Clearinghouse on Gifted and Talented Children to obtain and disseminate information on identification, counseling, and education of such chidren.

Second, authorize grants to the States for education programs for gifted and talented children through the highschool level.

Third, provide for the training of personnel for the education of gifted and talented children.

Fourth, establish within the National Institute of Education research and demonstration projects for the education of gifted and talented children.

The law defines gifted and talented children as those "who have outstanding intellectual ability or creative talent, the development of which requires special activities or services not ordinarily provided by local educational agencies."

The Office of Education has pointed out that only 4 percent of the estimated 2 million gifted and talented youth received planned, expert guidance and encouragement. In one State a study found that 55 percent of the gifted students were working below their mental abilities. In another State, 18 percent of high school dropouts were gifted students. Clearly this is a waste of a most valuable national resource. It is vital that the full potential of these young people be developed.

Only 22 States have laws to provide funds for education of the gifted and many of these programs are not funded. And in only 10 States, have the State departments of education engaged at least one full-time staff person to identify and help the gifted. This points to the need for a Federal program to stimulate effective State and local action.

Educators have noted that the great reservoir of undiscovered and undeveloped intellectual talent is not confined to upper- or middle-class neighborhoods but is as great a potential in low-income neighborhoods and among the poor. In addition, as the Commissioner's report of last year pointed out, gifted and talented children are in fact—

"Deprived and can suffer psychological damage and permanent impairment of their abilities to function well which is equal to or greater than the similar deprivation suffered by any other population with special needs served by the Office of Education."

I wish to repeat the Commissioner's finding and his conclusion:

"The importance to the public of properly educating the gifted has never been greater than at present."

This bill seeks to meet that challenge, for in addition to society's obligation to provide every individual with access to self-fulfillment, our society has a very real obligation to itself to assure its own health and the continuing development of its greatest resource—the capabilities of its people—by encouraging the talented and gifted as well as seeking to lift up the disadvantaged.

In 1958, with the launching of the sputnik by the U.S.S.R., the people of this land were awakened and shocked and dismayed at the failure of our education system to adequately develop its scientifically talented students and better to direct their energies for the benefit of mankind. In response, Congress enacted the National Defense Education Act. Similar responses were made at the State and local levels.

But the effort to develop to the fullest potential the abilities of our youth has lagged. It is clear that now, more than ever before, systematic efforts must be expanded at the national, State and local levels to identify, nurture, and cultivate the demonstrated and potential talents of the gifted that exist in every walk of American life.

To provide what our Nation's gifted and talented children and youth need, when they need it, and in the manner they need it, is an investment in human resources that will benefit not only the gifted but our society for decades to come.

I ask unanimous consent that the text of the bill be included as part of my remarks.

[The text of S. 874 appears on page 402 of this volume.]

Mr. WILLIAMS. Mr. President, I am pleased to join the distinguished Senator from New York (Mr. Javits) and other Senators in introducing the Gifted and Talented Children's Education Assistance Act. The bill will translate many of the recommendations of the Commissioner of Education's report to the Congress on the education of the gifted and talented into a meaningful basis of aid to the States to develop education programs for this unique and highly talented population.

The term "special education" generally connotes education services to individuals with mental and physical handicaps. Actually, special education refers to programs designed to serve any group whose ability to learn under conventional conditions is handicapped.

Children classified as "Gifted and Talented" fall within this definition. Such children are unique in having potential to perform beyond normal expectations academically and creatively. Yet, they are not given recognition by educators and teachers, and few special services exist to aid them. Perhaps our most valuable human resource is lost in failing to provide special help to these children since so many become psychologically and socially maladjusted because of frustration and boredom with normally paced educational experience.

Section 806C of Public Law 91–230 authorized the Commissioner of Education to prepare a report on gifted and talented children and to examine problems, needs, and recommendations for improving services to these children. The report, completed late in 1971, called for an increased role for Federal and State education agencies in identifying and assisting gifted and talented children through creation of educational services designed for them alone. It was the report's conclusion that present education programs will not improve learning conditions for such children without substantial changes which will enable gifted and talented children to benefit from these programs.

The findings and recommendations of the Commissioner's report argue most compellingly for the need for attention to this neglected population. Those findings are worth repeating here—

A conservative estimate of the gifted and talented population ranges between 1.5 and 2.5 million children out of a total elementary and secondary school population—1970 estimate—of 51.6 million.

Existing services to the gifted and talented do not reach large and significant subpopulations—for example, minorities and disadvantaged—and serve only a very small percentage of the gifted and talented population generally.

Differentiated education for the gifted and talented is presently perceived as a very low priority at Federal, State, and most local levels of government and educational administration. Although 21 States have legislation to provide resources to school districts for services to the gifted and talented, such legislation in many cases merely represents intent. Even where there is a legal or administrative basis for provision of services, funding priorities, crisis concerns and lack of personnel cause programs for the gifted to be miniscule or theoretical.

There is an enormous individual and social cost when talent among the Nation's children and youth goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance. Identification of the gifted is hampered not only by costs of appropriate testing—when these methods are known and adopted—but also by apathy and even hostility among teachers, administrators, guidance counselors, and psychologists. Gifted and talented children are, in fact, deprived and can suffer psychological damage and permanent impairment of their abilities to function well which is equal to or greater than the similar deprivation suffered by any other population with special needs served by the Office of Education.

Special services for the gifted and talented will also serve other target populations singled out for attention and support. Services provided to gifted and talented children can and do produce significant and measurable outcomes. States and local communities look to the Federal Government for leadership in this area of education, with or without massive funding.

The Federal role in delivery of services to the gifted and talented is presently all but nonexistent.

Gifted and talented children come from every strata of society. Unfortunately, such children from lower income families often attend schools that cannot provide even average education services, making it more likely that their talents will be lost. And, although over 40 percent of the States have laws which recognize the

need to assist gifted and talented children, few programs have been developed on their behalf. Furthermore, much of the legislation expresses intention rather than establishing specific programs and guidelines. Thus, it is important that the Federal Government take on a role to stimulate the development of such programs.

The bill which we reintroduce today will advance us in this direction. It calls for creation of a national information clearinghouse, grants to States for elementary and secondary education programs, funds for training of personnel to educate such children and provides authority and authorizes appropriations to the National Institute of Education for research and demonstration projects related to the education of gifted and talented children.

In my mind, the most important single finding of the Commissioner's report is that these children cannot be ignored and be expected to achieve to their potential without special programs. Overlooking the special needs of those with great intellectual capacity results in boredom for the child, overwhelming underachievement, and loss of important resources for society. These are outcomes that we cannot afford.

I strongly believe that this programing will have important results for all areas of education. Special programing for individual needs must be, I believe, an important tenet of education in the future.

Congress in its concern to provide every child with maximum education opportunity must insure that education programs meet the needs of all children, and I am, therefore, pleased to reintroduce this legislation today.

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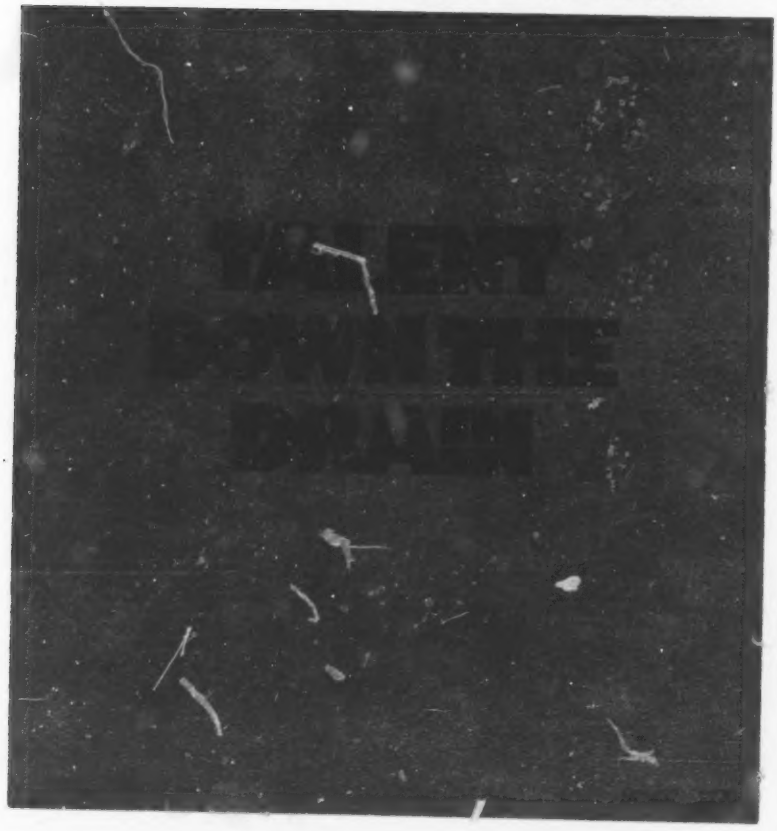


By HAROLD C. LYON, JR.

Every community has its share of youngsters who are so bright and sparkling that they stand out as individuals apart. Educators categorize them as "gifted and talented," and estimates are that more than two million such boys and girls are to be found among the Nation's elementary and secondary schools.

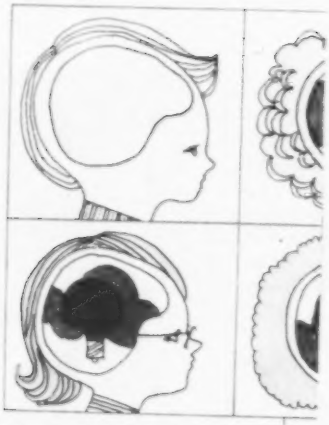
They are usually regarded with a mixture of awe and envy, and the assumption is that they will breeze through high school and college and inevitably achieve distinguished careers. Given their exceptional head start, the odds are that many of these youngsters will indeed be more successful than most. But the process will not be inevitable or automatic, and the record suggests that thousands upon thousands of them will be lost in the shuffle unless teachers and school administrators can find ways to help them realize their potential.

The fact is that the gifted and talented youngster tends to see himself as standing out not as a beacon but as a sore thumb. Being "different" is a heavy burden, and many of these young people find themselves unable to cope with it alone. Contrary to the general impression, they need help.

Bob Evans is a reasonably representative example. Bob has an IQ of 145, putting him in the intellectual stratosphere at the midwestern high school he attends, but it's nip and tuck whether he will graduate with his class next spring. In the classroom his behavior has been sometimes comic, more often eccentric, and almost always disruptive. Written off by his teachers as hopelessly uncooperative, he busied himself learning to write and read Russian on his own, although he cannot speak that language because he has never heard it spoken. Subsequently he buried himself in physics—so deeply, in fact, that he failed courses in algebra and simple geometry because he was unable to summon up the discipline of doing his assignments along with the other students.

Within the last year or so, however, Bob seems to have started settling down, thanks chiefly to a counselor named James Blair. Patiently and with a careful blend of praise and urging, Blair has been trying to get Bob to understand that certain kinds of behavior are unacceptable, inappropriate, and—a telling point with Bob—immature. Last summer with Blair's help Bob got a job testing experimental equipment in an electronics laboratory. The experience clearly did much to demonstrate to him the practical necessity of completing an assigned piece of work without bothering others, and with Blair's continuing counsel and friendship Bob will probably meet all the requirements for a diploma.

But Bob is one of a fortunate few. At present only four percent of the two million gifted and talented youth receive planned, expert guidance and encouragement—either through special education classes they attend several times a week or through the interest of an adult who is willing to spend a good deal of time helping them resolve the tensions that being "different" consistently generate. The remainder, particularly those who are under constant pressure to con-



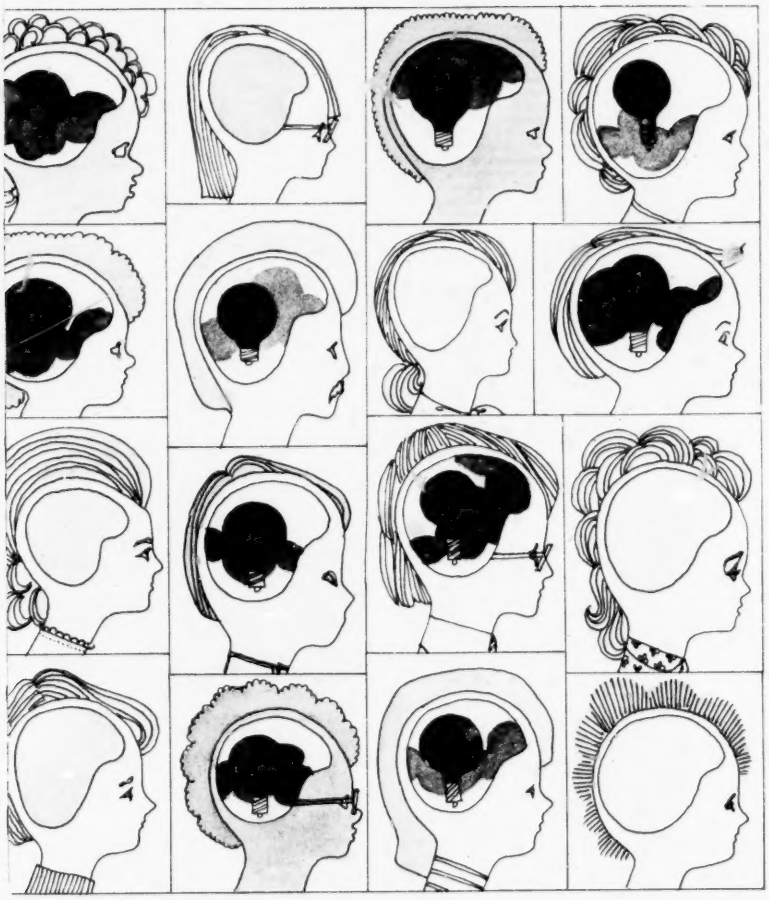
their lives and are more concerned than others of their age with abstract concepts and ethical problems. Making a contribution is often more important to them than special recognition.

An outstanding characteristic of many of the gifted is versatility. If their energies have not been exhausted by trying to resist the pressure to conform, they stand out as people capable of doing many things superbly well. Often, in fact, their versatility creates problems in choosing a career.

The other side of the coin is that these young people seem to be exceptionally susceptible to the deadening effect of an atmosphere barren of stimulation. While their intellectual and emotional development can be rapid, someone or something needs to provide continual opportunity for discovery. Thus while the OE report notes that about half of the gifted have taught themselves to read before entering school—some of them as early as two years and many by the age of four—it must be understood that this accomplishment can take place only if the appropriate books are available at home and only if someone has cared enough to read to the child and get him started.

An equally important and more complex matter is that of nurturing the gifted youngster's psyche. Just as we all tend to see ourselves in terms of how others react to us, the gifted and talented often acquire a low opinion of themselves because their difference typically produces a mixture of awe, fear, teasing, and ridicule among their classmates. The resulting loss of self-esteem can become a lifelong companion of the gifted, a deterrent that holds their best and most daring ideas firmly in check.

One attempt to deal with this problem has consisted of establishing separate schools for these young people. Critics complain, however, that not only are such schools expensive but also they simply postpone the problem and, by doing so, may in fact intensify it. Where everyone is unusual, no one



American Education, October 1972

is unusual—the argument goes—and a person emerging from such a cocoon is likely to find himself completely incapable of dealing with the realities of the everyday world of work. Additionally, the gifted have something to contribute to, and gain from, their average classmates.

Clearly, we have much to learn about developing the gifted and talented, and a long way to go before we can halt the waste of their potential contributions. Such a move is now under way, and the Office of Education stands ready to lend a hand in this effort to the States and to local communities.

U.S. Commissioner of Education Sidney P. Marland, Jr., has focused national attention on the importance of recognizing the special needs of the gifted and talented. One basic goal, to be accomplished within the next five years, is to double the number of such youngsters receiving direct and sustained help.

As part of this effort, OE's Office for the Gifted and Talented—in the Bureau of Education for the Handicapped—is seeking to encourage the strengthening of State Departments of Education in this field, so that every State—and not just the present ten—have at least one full-time staff member assigned to dealing with programs for the gifted and talented. Such programs are eligible for support through Titles I, III, and V of the Elementary and Secondary Education Act, as provided through Public Law 91-230.

Similarly, OE is moving toward the establishment of a network of prominent citizens who understand the problems confronting gifted or talented but undereducated persons and are ready to lend leadership in halting the waste of their talent. The plan calls for the formation of regional "action teams" composed of representatives of the ten OE regional offices and of State consultants. Joining them will be professionals associated with a recently established National Leadership Training Institute for the Gifted and Talented—distinguished people from many fields whose participation can do much to give visibility to the problem and generate local action—plus volunteers, interested parent groups, and others.

Meanwhile plans are going forward for the Office of the Gifted and Talented together with OE's Bureau of Adult, Vocational, and Technical Education to fund an Institute of Career Education for the Gifted, with the goal of developing relevant career models. Vocational and technical training traditionally have been thought of in terms of those who presumably lack the mental muscle for admission to college. Today such training is recognized as a step into the world of work as valuable to the gifted as to other students.

Another activity calls for underwriting, to the extent that money ceilings permit, applied research that builds on a range of exploratory research that has been carried out in the past few years. One such investigation is now under way through a contract awarded to the Southwest Educational Development Laboratory in Austin, Texas, to develop effective methods of identifying gifted minority group members whose capacities are obscured by the disadvantaged circumstances of their lives. Recognizing that standard testing instruments may fail to indicate the potential of black or Chicano children burdened with a language problem, the plan calls for developing and packaging prototype materials for use by State education departments.

Working with the private sector, apprenticeships are being developed for disadvantaged gifted and talented students so that they can be freed to tackle university training at however accelerated a pace they choose. As an example of this apprenticeship, an Exploration Scholarship program for gifted students oriented toward science was jointly established by Office of Education and the private nonprofit Explorers Club. Last summer the 44 final scholarship winners, young people between the ages of 14 and 21, accompanied well-known scientists on expeditions ranging from archeological digs in Israel to a scrutiny of volcanoes in the Congo and a study of the Alcan Highway in Alaska. In addition to OE and the Explorers Club, support for the scholarships came from Educational Expeditions International and the Department of the Interior's Bureau of Indian Affairs. (Eleven of the 44 scholarships, incidentally, were reserved for American Indians.) The plan calls for conducting these competitions for a period of five years, to reach a total of 200 scholarships.

Attention is also being given to the crucial matter of teacher training. Indications are that the gifted fare best if they have teachers who are themselves gifted and whose egos are strong and sure. The need is for teachers with "natural authority" as contrasted with "status authority"—humanistic teachers whose influence stems not from a title or an academic degree but from a capacity to share their feelings and even their imperfections as well as their knowledge and experience. Too often the tendency is to push the gifted child down the cognitive track and to neglect those affective aspects of learning that help make the individual a truly human being.

In these specific activities and in the general movement to be more responsive to the needs of the gifted and talented, the objective is to develop citizens who are whole. As we have seen, a common dilemma among these young people is how to achieve an effective balance between their intellects and their emotions. So being "different" they are especially subject to a sense of rejection by others and in turn rejection of themselves. Somehow we must learn to help them get their hearts and heads in tandem, and by doing so contribute toward strengthening our society and serving mankind.

The report to the Congress on the Education of the Gifted and Talented made by the U.S. Commissioner of Education includes a profile of the gifted and talented within the school population, methods for identifying them, and reports of four current State programs for reaching them.

Produced by a special panel of distinguished educators and experts, the report is a composite of the available literature, firsthand experiences of specialists, and the findings of public hearings held by the Regional Assistant Commissioners of Education in the ten HEW regions.

The report, included in the committee print prepared for the Committee on Labor and Public Welfare of the Senate, is available upon request by writing to the Director of Education for the Gifted and Talented, U.S. Office of Education, Room 2100, Regional Office Building 3, Washington, DC. 20201.

The words of Senator Jacob Javits of New York before a recent meeting of the Council for Exceptional Children are worth remembering:

"I hope that all of us will work, not just to develop intellectual eggheads among our gifted children, but to provide opportunities for them to "develop their capacities for love, empathy, and communication with their fellow men. Without the development of these neglected traits, the brightest individual is greatly handicapped and much of his potential lost."

QUESTIONS TO PANEL

Senator JAVITS. There is one other thing I would like to say. We will be unable to question the panel in detail once each has spoken, so I would like to address the following questions to the panel. If you would have them in mind when you testify and try to address yourselves to them as we have a large panel, it would be very helpful.

May I therefore state what they are, and any panel member who is interested in a particular point can pick it up, and I hope you will not duplicate. They are as follows:

Why single out the gifted children, the talented? Can they not get along on their own, especially because they are gifted and talented?

What about categorical programs for the gifted and talented being subsumed into special education revenue sharing? Why cannot this work with the gifted and talented programs?

How do we know that if we appropriated money generally for education that the States would or would not use it for gifted and talented children? What can you tell us about that?

Also, if any of you want any changes in our bill, let us know about that.

Does it take special teacher training to teach the gifted and talented? That is a professional question.

Is there any question of identifying who the gifted and talented are? Will not the usual IQ test being given in the schools suffice?

Thank you.

Senator PELL. I would add this as a subject of particular interest to the subcommittee. The great events of our history have usually been caused by the gifted. And I believe the problem is to identify the gifted and talented and take steps towards bringing forth this talent.

We must bear in mind that it is not the ordinary citizen with an average IQ—in which I count myself—but it is the gifted and the talented who really have broken through the thresholds of knowledge and have moved society a little bit further along the road that we think is desirable.

STATEMENT OF FREDERICK CHAMPION WARD, FORD FOUNDATION, NEW YORK CITY; DR. DAVID JACKSON, DIRECTOR, RESEARCH AND PLANNING, STATE OF ILLINOIS; WILLIAM VASSAR, CONSULTANT, GIFTED AND TALENTED PROGRAMS, CONNECTICUT STATE DEPARTMENT OF EDUCATION; DR. JAMES GALLAGHER, DIRECTOR, FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER, UNIVERSITY OF NORTH CAROLINA; GINA GINSBERG, OAKLAND, N.J.; MAUREEN JACKSON, WASHINGTON, D.C.; AND CALVIN H. BAKER, SMITH-BARNEY & CO., NEW YORK CITY, COMPRISING A PANEL ON GIFTED AND TALENTED CHILDREN

Dr. GALLAGHER. Mr. Chairman, the panel has testimony for the record, but they are going to shorten their testimony in the interest of time to approximately 5 minutes each, and I would like to introduce each of them in turn as they testify.

The first to testify is Frederick Champion Ward, who is the education adviser to the international division of the Ford Foundation, and was formerly vice president for education and research.

STATEMENT OF FREDERICK CHAMPION WARD, EDUCATION ADVISER TO THE INTERNATIONAL DIVISION OF THE FORD FOUNDATION, NEW YORK CITY

Mr. WARD. Thank you for introducing me.

In my present position but also particularly as chairman of a White House Task Force on the education of gifted persons which reported to President Johnson in 1968, I have been much concerned with and interested in the subject of the committee's present hearings. Since the problem is a national one, having nothing to do with partisan politics, I was grateful to your chairman for his invitation to appear today.

I believe that in any democratic social order, public policy and private attitudes must be both inclusive and selective. This Nation is beginning to recognize the social and individual losses which result from discrimination against large numbers of its ordinary citizens. But there is also a risk that the most gifted of our citizens will also be stopped short of making their fullest possible contributions to American life. "Arrangements and attitudes intended to expand opportunities for ever larger numbers of citizens may fail to recognize and fulfill the needs of the gifted few. Programs directed to overcoming deprivation may ignore the presence of exceptional talents among the disadvantaged. Ancestral fears of an hereditary elite may cause Americans to feel threatened even by the 'aristocracy of virtue and talent' which Thomas Jefferson wanted this Nation to achieve."

I share with the sponsors of this bill the conviction that only a democracy which is not afraid to cultivate individual excellence will insure its own progress and the well-being of its citizens.

So much for ends. In the remainder of this statement, I would like to give special stress to certain problems of execution which seem to me to require special attention if the purpose of the bill the committee is considering is to be realized. These comments will have to do with the attitudes toward exceptional ability in our society, with the buried treasure represented by the gifts and talents of women and of the economically disadvantaged, with the identification of the talented, and with forms of experimentation which might be supported through the proposed grants for research and demonstration.

Any amateur golfer, watching Jack Nicklaus split the fairway or sink a 40-foot putt, must have recognized in himself an uneasy mixture of admiration and resentment. This ambivalence toward superior capacity is widespread in education and often affects the attitude of teachers toward gifted pupils. Therefore, I particularly welcome the provision in the proposed bill for the training of personnel for the education of gifted and talented youth. It is probably true that only a minority of teachers will be fully qualified to supervise segregated groups of gifted children in the most effective possible ways, but I would also urge that ways be found to sensitize all teachers to the recognition and encouragement of the gifted. The notion, now growing in its influence on the schools, that students should work to their individual ceilings rather than to average norms, will increase the acceptability of special provisions for the gifted and talented, but only if teachers do not become psychologically divided between the exceptional and the humdrum.

American society is beginning to recognize the degree to which women have been discouraged from the fullest expression of any capacities they may have for effective performance in sectors of Americant life largely dominated by males. Since the distribution of talent and ability among females is comparable to that among males, the problem is one of removing blocks to the full expression of their capacities on the part of half of the American people. Obviously, this is a broad sociological matter not fully within the control of the schools or confined to the problem of the gifted.

However, in the case of gifted women deprivation is particularly acute, since studies have shown that, out of fear of inspiring male resentment, women of exceptional ability display, not a fear of failure, but a fear of success. Sensitizing to giftedness, therefore, should include sensitization by teachers to the peculiar obstacles obtaining in the case of girls and women.

That such sensitization is possible and can be effective was shown by a study based on fourth-, fifth-, and sixth-graders. The researcher asked them to figure out the principles underlying certain science toys. The girls were extremely reluctant even to try and the boys surpassed them by a ratio of 2 to 1.

The experimenter then held a series of conferences with the teachers and parents of the children, pointing out the way in which girls were cheated of the important opportunity to learn and understand science, something desirable in itself in the complex technological world they will be part of as adults.

When the experiment was repeated the next year, the girls were just as ready to take part as the boys, enjoyed it as much, and achieved an identical average performance. The only difference was that both the boys and the girls judged the contributions of the boys to be better than those of the girls.

A second area in which anxiety about one problem has helped to prevent solution of another is that of the large amount of talent within low economic groups and disadvantaged ethnic minorities. Professor Allison Davis of the University of Chicago has pointed out that in 1967 approximately 2.8 million children and adolescents under 18 years whose parents were unskilled or semiskilled had IQ's in the top 14 percent who were from professional and business executive families. Yet within the very bottom socioeconomic white group in Chicago, fewer than 5 percent of the males would finish college, as against 20 percent of white males from professional and executive families, and in the black portion of this economic group, only 1 percent of males would finish college.

He concludes that the specific problem of statemanship and of social development is how to discover, motivate, and recruit these gifted but socially disadvantaged children. And he adds that:

> Poor as the schools are, and distorted as are the perceptions which middle-class teachers have of most slum children, the school and teachers still are the best, and almost sole means for identifying and nurturing the gifted among the socially disadvantaged.

A recent study by Pamela C. Rubovits and Martin L. Maehr of the University of Illinois, entitled "Pygmalion Black and White," shows that in the case of a minority child, to be thought gifted by majority teachers may be an actual handicap. In that experiment 66 white

female undergraduates enrolled in a teacher training course were observed teaching 264 randomly selected seventh and eighth graders. Each teacher was assigned two white and two black students, all of equivalent ability. One of each pair was randomly designated as "gifted" and the other as "nongifted."

After the selections were made and care taken to see that each teacher was aware of which students were "gifted" and which "nongifted," the teachers were put to work with the class where an observer took notes in the back of the room. The results showed how important it is to include attitudinal retraining in any realistic effort to identify and nurture the gifted and talented among minorities.

For, measured by the degree of attention given to them, questions considered by their teachers worth answering, statements ignored, frequency of praise or criticism, and other measures, the students finished in the following order: white students thought to be gifted, first; white students thought to be nongifted, second; black students thought to be nongifted, third; and last but presumably not least, black students thought to be gifted. Given these attitudes on the part of majority teachers, it would appear to be safer to be young and black than "to be young, gifted, and black."

In the case of all these presently disadvantaged groups, women, low income, and black children, it is hard to exaggerate the importance that the example of superior performance by gifted members of these groups can have as the groups they belong to seek acceptance and equal treatment from those who are already advantaged. Thus, what may appear to be unfair special attention to a minority of women or of poor or black children may be one of the ways by which the majority of the groups to which they belong are lifted to full citizenship.

Although I recognize the importance of attempting to find a test for giftedness and the possession of talent, and I realize also that, in the absence of such a test, a substantial number of unusually capable children will not be identified and given special attention, I would also stress the importance of giving an operational definition to "giftedness" by encouraging teachers to look for and nurture the first signs of superior individual performance by pupils and of using such spottings by teachers as a principal source of the identification of pupils for special treatment. This requires a degree of self-confidence and flexibility on the part of teachers which should be encouraged in their selection, training, and promotion, a tolerance for deviations from the behavioral norms for students of the same age, and an absence of rigidity in the working definitions of "the gifted" and "the talented."

It should even be expected that those given special treatment on first showing signs of exceptional ability will in some cases turn out not to have that ability and will return to the ranks, but to me this seems preferable to attempting to be so clear about the identification of the gifted that there is no place in the plans for such tryouts. Flexibility of this kind would also recognize the mixture of desire and motivation with ability which leads to exceptional performance, a mixture not easily predictable from tests for IQ or creative talent alone.

My only suggestion in connection with provisions for support to special action by the States and to research and demonstration projects through grants by the Central Institute of Education is that these not

be confined to manipulation of conventional resources within the school walls and the school system.

I would hope that there would be a clear invitation to help connect the talents and the interests of gifted children to their communities in the form of a wide variety of informal apprenticeships to talented adults and effective organizations willing and able to help young people discover and express to the full their special abilities.

Ever since the workplace and the home were separated in America, students have been increasingly confined for a long series of years in a kind of linear hothouse without developing live connections with the economic and social life of their communities. This has impaired young people's confidence in their own social usefulness and estranged the community from them.

The development of the talents of young people could become a bridge across these troubled waters. It could also associate the teachers of the community in a variety of new ways with other sectors of the community's life. Again, as against even 5 years ago when the White House task force was studying this problem, the trend toward bringing though and action into a greater interaction during the school years ought to provide a favoring background for specific programs designed to apprentice the gifted to the community.

In closing, I would like to stress a point brought home to me very forcefully in connection with the International Commission on the Development of Education which was sponsored by UNESCO 2 years ago and produced a report, called "Learning To Be," which was published last summer. The Commission's assignment was to review the state of education in both the developed and underdeveloped worlds, with special reference to its further development during the rest of this century. On of the strongest impressions I carried away from serving on that Commission was of the very great need for preparing young people of this generation, not for a fixed future into which they are simply required to fit, but for a future which will change with greater rapidity than any their predecessors have known.

This seems to me to imply that the "creative advance" of societies and nations will henceforth depend more than ever before on the cultivation of versatile and flexible leadership on the part of their ablest members, as well as upon the steady enlargement of social equality which is now a worldwide and irreversible demand.

Even though it appears to run contrary to that suspicion of hierarchy and of individual leadership which marks modern societies, exceptional performance by those capable of it is going to be a necessity for those societies if they and their citizens are to learn to live with complexity and change in the coming decades.

In the case of our own country, therefore, I welcome the prospect that action of the kind you are considering may soon be taken. And I thank you once again for inviting me to comment on one of the most intricate and important tasks we all face as 20th century Americans.

Senator JAVITS. Thank you.

ACCOMPLISHMENTS BY THE STATE

Dr. GALLAGHER. The next member of the panel is Dr. David Jackson who is director of research and planning for the State of Illinois, and

who formerly was director of the program for gifted children in the State of Illinois.

Mr. Jackson.

STATEMENT OF DR. DAVID JACKSON, DIRECTOR, RESEARCH AND PLANNING, STATE OF ILLINOIS

Mr. JACKSON. Senator Javits, thank you for this opportunity to present some concrete evidence of what can be accomplished by a State in implementing a State plan of the kind for which Federal assistance is proposed in part C of Senate bill 874. This evidence comes from an external evaluation of the operation of the Illinois plan for program development for gifted children.

When the evaluation was completed in 1971, the State plan had been in operation for 8 years, supported by a total of $32,562,000. Of this total, 60 percent was devoted to grants to local school districts, 19 percent to demonstration centers, 7 percent to experimental projects, 6 percent to State staff and administrations, and 8 percent to personnel training programs.

I think it is significant that the five parts of the Illinois plan are found within the provisions of Senate bill 874.

One of the most revealing comparisons made by the evaluation staff was between (1) Average classes, with all levels of ability represented, in areas of above average socioeconomic status; and (2) gifted classes, in schools receiving special State funds at an average of $28 per pupil per year; and demonstration classes, in schools receiving special State funds to show their program to visitors.

In my prepared testimony, I have a chart which shows the way in which average and gifted classes differ in the amount of attention given to higher level thought processes.

In one categorization of thought processes, memory is listed as one of the lower kinds of thought processes demanding recall or recognition of information; and synthesis and evaluation are regarded as the higher types of thought processes.

Synthesis involving the finding of information, new information which will solve the problem, and evaluation involving the development and use of standards by which the worth of something can be established.

We found that significantly greater emphasis was given to these higher thought processes of application, synthesis, and evaluation, in gifted classes as compared to average classes.

Gifted and average classes also differ markedly in classroom focus and planning. Gifted classes were more likely to emphasize discussion, to display enthusiasm, to be independent, and to place much emphasis on divergent thinking. Average classes were more likely to exhibit test and grade stress, lack of enthusiasm, less emphasis upon independence.

I believe these findings relate directly to the question: Why cannot the gifted get along on their own? There were gifted students in the average classes in the study, yet they found, by and large, their classroom climate, focus, to be negative, and they found no emphasis in any of the 69 average classes on the higher level thought processes.

These results are consistent with the objectives of the State plan, and they reflect the teaching skills which were emphasized in the inservice

training of teachers supported by the State for some 6,000 teachers in the period 1963–71. We believe our investment in personnel training to be one of the keys to successful operation of the State plan, and we recommend that Federal assistance include funds for training as in part D of Senate bill 874.

In reflecting upon the experience of California in the decade of the fifties and in Illinois experience in the early sixties, we find that the evolution of the State plan in these States took as much as 4 years and cost several hundred thousand dollars.

When we look at a gifted individual and consider a period of time such as 4 years, that is an awful lot of time for erosion to take place in the talents of that individual if he is not discovered and helped.

For this reason we are very grateful that the Office of Gifted and Talented in the U.S. Office of Education has arranged for a grant for a leadership training institute which will enable us to train teams of people from States in order that we may move much more quickly into the development of comprehensive State plans which can provide a delivery system for gifted and talented children.

Senator JAVITS. Your time has expired. Thank you very much.

Dr. GALLAGHER. The next witness is Mr. William Vassar, consultant for gifted and talented programs, Connecticut State Department of Education, past president of the Association for the Gifted, and the National Association for Gifted Children.

Mr. Vassar in his past history was also a professional baseball player, but he could not hit the curve ball, so he became an educator.

Senator JAVITS. Mr. Vassar has appeared before us previously.

STATEMENT OF WILLIAM VASSAR, CONSULTANT, GIFTED AND TALENTED PROGRAMS, CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mr. VASSAR. Yes, Senator, and we appreciate the fact that 4 years ago you gave us the initial tool through this committee. We have utilized that initial tool in order to establish the Office of Gifted and Talented. With little or no money they have done some really outstanding things over the past few years or the year and a half they have been in existence. I should like to commend these people for what they have done.

I think we are now at a point in time where we need more sophisticated tools in terms of Federal resources. We have found over the years with the last task force study on which I served as a consultant that we have a tremendous multiplier effect in the States when we deliver services through the State agencies.

As you well know, a major portion of the moneys asked for in S. 874 would go through the States. I have served as a full-time consultant in two different States, one with tools, one without tools. I can say that Connecticut started its program correctly with some foresighted advocates of the gifted. With that advocacy they were able to develop a statute so that the school districts in 5 or 6 short years were able to move from 4 programs to 54 programs, and I will leave the testimony with you for that. They went from one course for the gifted to four training programs for the gifted.

We took an old Nike site with some title III money and turned it into a center; instead of being used for defense, it was used for enlightenment, for highly gifted kids in science.

We took an old synagogue in New Haven and with State money of $718,000 turned this into a high school center for the creative arts where youngsters spent half their day.

This might settle one of the questions of the Senator when he asked: Should we completely separate these youngsters?

We took an old college campus, and one of the components is a talent retrieval center where youngsters spill over from the ghetto. We have dropouts from the inner city high schools who have been turned on by this process in the center. One youngster, in particular, has gone on to finish Yale in 3 years, with an awful lot of push from people like John Hersey, and Eric Segal, and others.

These are the programs that pay off in identifying talent in States. As I left yesterday I conferred with the man who runs another regional center. They are vitally interested in starting something in the New London area. Even in austere times we are finding the multiplier effect, the spinoff is coming, and we are adding even this year 8 programs which will bring us up to a little over 75 of our 169 school districts.

Remember this was all started with Federal stimulation money, under title V. I know of 15 States at this moment which are ready, willing, and able to start implementing parts of this bill if it is enacted into law.

I think we have reached a time where we have to be politically realistic. I feel this bill is politically realistic, and we need the tools out in those States to multiply the effect on the gifted and talented.

Thank you for hearing our testimony.

Senator PELL. Thank you very much.

Dr. GALLAGHER. Senator, we thought the committee would be interested in hearing from a student who would be a potential recipient for services from this bill and who has had some unusual opportunities not available to many youngsters. We have brought Maureen Jackson who attends the Greig School in Washington, D.C.

Among the many interesting things that school does is provide the opportunity for students to work in the office of various Senators, some of the Senators on this committee. Ms. Jackson.

STATEMENT OF MAUREEN JACKSON, STUDENT, GREIG II SCHOOL, WASHINGTON, D.C.

Ms. JACKSON. I feel kind of shy about writing about gifted children since I am considered one but I believe the plight of the gifted child needs more serious attention.

The school I am now attending is an experimental school for the gifted. The school, Greig II, is made up of about 17 students on various levels whose ages range from 12 to 18. Greig II travels all over the city of Washington to different Government and private agencies and museums which relate to subjects which we are studying at the time.

Our study of economy included a lecture at the World Bank, learning how to file income tax returns, how to use percentages at Merrill,

Lynch, Fenner & Smith, and learning about the Federal Reserve Board through visits and independent study.

For French, just this past year we went to the National Gallery of Art. Through the pictures we learned of the history of France and we studied impressionist art and artists. During our studies of political science we have visited places like the Common Cause and hearings in the Supreme Court.

Every student works once a week, every Wednesday, for Senators some who are present at this meeting, where we learn office procedures as well as familiarizing ourselves with the functions of Congress. These are only a few of the things which occupy our day in the Greig II program.

Before I became a member of the Greig II, I was in a public junior high school. There I knew I could get over in class without doing much work, so I didn't do any. I became lazy in my study habits and about the only thing I wanted to come to school for was to see who was wearing what and who had done what.

I believe this bill is so important because it will give gifted children a chance to be recognized, not only by their parents and teachers but by themselves so that they can realize their potentials and use them to build a better society.

I consider myself one of the lucky ones and I am glad for the stimulation and opportunities I have had but I cannot help thinking of those black kids, especially here in the District of Columbia, who are really bright but use their intelligence on lies for getting out of class and for making quick money through drugs.

HOW SELECTED FOR COURSE

Senator JAVITS. Thank you very much, Maureen. Could you tell us how you were picked, who found you?

Ms. JACKSON. By accident really. My brother took a remedial reading course. He is quite young, and I had to take him back and forth. The person who ran the remedial course also runs the school I am going to now, and at the end of the summer course she told me about the Greig program, and she asked me if I would like to become a member of it. After I had taken some tests I became a member.

Senator JAVITS. So that you were not picked out of your school. It was strictly happenstance that you happened to come across the trail of someone who detected what you had.

Ms. JACKSON. Yes.

NEED FOR CAREER GUIDANCE

Senator JAVITS. One other question. Do you feel you want career guidance in order to see how to channel your intellectual capabilities?

Ms. JACKSON. Yes; I would.

Senator JAVITS. So you have to have some specialized person to deal with you, and you did not find that in the regular high school that you attended?

Ms. JACKSON. No.

Senator JAVITS. Thank you very much.

Dr. GALLAGHER. We need to multiply that kind of experience many, many times, Senator, and that is why we are supporting this legislation.

The next witness is Mr. Calvin Baker. He is second vice president of the Smith-Barney Co. in New York City, and he is coming to present testimony as a member of the board of directors of A Better Chance—ABC. That is a special private sector activity to try to preserve talent.

STATEMENT OF CALVIN BAKER, SECOND VICE PRESIDENT, SMITH-BARNEY & CO., NEW YORK CITY; AND MEMBER OF THE BOARD OF DIRECTORS, A BETTER CHANCE

Mr. BAKER. Senator Javits, I have the privilege of serving as a member of the board of directors for A Better Chance, an organization started in 1963 to provide opportunities for black and/or minority youth to attend independent college preparatory schools.

ABC's first class 10 years ago had 53 students, and the program at that time had the support of 23 schools. By 1973, the program had aided more than 3,000 youngsters and had won the cooperation of over 100 private and 27 public schools.

ABC's track record is one I am very pleased to be associated with. Eighty percent of our students have graduated from preparatory schools, compared with 70 percent for all prepatory school students.

I might also add that our first ABC college graduate was a Rhodes Scholar from Dartmouth College.

At last count 97 corporations, including my own, and 78 foundations had contributed over $6 million to support ABC's students and administration through 1972. ABC member schools themselves have contributed nearly $16 million toward ABC student support, and public funds account for approximately 33 percent for this year's budget.

With your permission, Mr. Chairman and Senator Javits, I would like to insert for the record a more detailed statement of ABC's operations.

Senator JAVITS. The statement will be received and made a part of the record.

[The prepared statement submitted by Mr. Baker follows:]

PREPARED STATEMENT OF CALVIN BAKER, SECOND VICE PRESIDENT OF SMITH, BARNEY AND CO., INC., NEW YORK CITY AND MEMBER OF THE BOARD OF DIRECTORS FOR A BETTER CHANCE

Mr. Chairman and members of the Committee, I am Calvin Baker, Second Vice President of Smith, Barney and Co. Inc., a brokerage and investment banking firm in New York City. I also have the privilege of serving as a member of the Board of Directors for A BETTER CHANCE, Inc., an organization initiated in 1963 to provide opportunities for black and other minority youth to attend independent colleges preparatory schools.

ABC's first class 10 years ago had 63 students, and the program at that time had the support of 23 schools. By 1973 the program had aided more than 3,000 youngsters and had won the cooperation of over 100 private and 27 public schools.

ABC is organized locally in six major metropolitan areas for purposes of fund raising and student recruitment and support.

ABC's track record is one I am very pleased to be associated with. 1,371 students presently enrolled in ABC member schools. ABC students have an 80% graduation rate, as compared with 70% for all preparatory school students, and 1,497 of our graduates have entered college. Thirty-five ABC college graduates are in graduate school. The socioeconomic background of a typical ABC student is as follows:

Median Family Income	$4,000
Mother's Education	
Median Years of School	10.9
Father's Education	
Median Years of School	10.4
Students NOT living with both parents	65%
Families Receiving Welfare	50%

At the last counting, 97 corporations (including my own) and 78 foundations had contributed over $6 million to support ABC's students and administration through 1972. ABC member schools themselves have contributed nearly $16 million toward ABC student support. Included among the contributors were:

Vincent Astor Foundation
Ford Foundation
Sears and Roebuck Foundation
Weyerhauser Foundation
Kennecott Copper Co.
Aetna Life and Casualty Co.
Rockefeller Foundation
Edward E. Ford Foundation
McGraw Hill Inc.
General Electric Foundation
and Upjohn Company.

Public funds from Upward Bound, the Bureau of Indian Affairs, New York Model Cities Administration (for Model Neighborhood Students), The New Jersey Bureau of Children's Services, the Connecticut State Welfare Department, the Philadelphia Department of Public Welfare, and the District of Columbia Department of Human Resources accounted for approximately 33% of this year's budget of $6,568,694.

With your permission Mr. Chairman, I would like to insert for the record a more detailed statement of ABC's operations, to permit the Committee and Staff opportunity to know more about our experience. And that brings me to the primary reason for my testimony today.

As a businessman, I am concerned about the future of my company; whether it will continue to thrive and prosper depends in large measure on the availability of well-prepared men and women to fill our future manpower needs. As an educated man who is vitally interested in our government, I hold to the precept that the youth of our society deserve no less than our

fullest commitment to maximize their educational opportunities. Finally, and personally most important, as a Black man, I am confident that America will someday recognize one fact - that the liberty and economic freedom to prosper unjustly denied to any of its citizens surely lessens the quality of life for all.

I commend my Senator from New York (Senator Jacob Javits) and his co-authors for proposing this bill. Its passage and implementation is long overdue. This bill, if it becomes law, will to our knowledge be the first formal step ever taken by Congress to tangibly rescue and nourish gifted and talented youth - ESEA Title III and IV provisions notwithstanding. Speaking for my fellow ABC Board members and the ABC staff, we are especially interested in the success of Part E of the bill - Research and Demonstration Projects for the Education of Gifted and Talented Children and Youth.

A look at the Education of the Gifted and Talented: Report to the Congress of the United States by the U.S. Commissioner of Education and Background Papers Submitted to the U.S. Office of Education (March 1972) suggests that there is already a critical mass of research on our gifted and talented population. While it is not my desire to halt further basic research, as a practical matter I believe it is now the time to allocate funds for existing and additional programs aimed at developing our gifted young people and, in the process, promoting the health and welfare of our nation. Let me share with you a few sobering statistics from a paper by Dr. M. Lucius Walker, Jr., Chairman of Mechanical Engineering, Howard University (May 1973).

In the school year 1972/1973, there were 73,676 men and women studying medicine in American graduate institutions. Of that total only 3,292 were black. This 4.5 percent level of black enrollment leaves a deficit of 5,549 black enrollees/parity at 12 percent with the total U.S. population. (in order to reach)

With a total enrollment of 16,789 students in dentistry, black enrollees accounted for only 3.6 percent, or 601 students - leaving a deficit of 1,413 as against the total U.S. population.

4,831 black students in engineering account for only 2.1 percent of the total number of students studying engineering (229,047). This leaves the black enrollment deficit at 22,651.

Black students studying law account for only 3.9 percent of the total. Black students studying architecture account for only 4 percent of the total. In all other professions at the PhD level of study, black students account for only 1.1 percent of the total.

From Dr. Walker's paper I quote: "...If the percent number of blacks graduating from engineering schools is increased by 15% a year, fifty years would be required to achieve proportionate representation in the nation's engineering force - that is, a black for every nine whites. On the present lazy trajectory, we are postponing the arrival of significant numbers of blacks in the top ranks of industry until well into the twenty-first century."

Mr. Chairman, for most of its operating experience, ABC has brought gifted and talented youngsters together with educational and financial resources. We have succeeded in achieving our first goal - to influence the individual lives of promising boys & girls. Our program has proven successful. We

have already begun to have an impact on educational communities. Now we want to have an impact on professional groups within the country. Proven success in preparing students for college, coupled with growing community impact, places ABC at a special vantage point from which our program can have a significantly expanded role in assisting gifted and talented boys and girls.

In fact, the ABC staff has developed a comprehensive SYSTEMS APPROACH for helping gifted and talented youngsters through three programs, each of which contains the basic components of a proven ABC objective. ABC administrators have already sparked interest in the SYSTEMS APPROACH among several leaders in the industrial community - including The Conference Board. The prestigious management consulting firm of Booze Allen & Hamilton has demonstrated its excitement about the plan by placing its resources at ABC's disposal. If members of the committee are interested in this ABC SYSTEMS APPROACH, arrangements can be made for the ABC staff to share with you the details of the program.

If efforts of the magnitude I have attempted to describe ar ever to come to fruition, then the priorities of your appropriation authorization will require modification. The report makes painfully clear that Federal resources for gifted and talented children and youth are equal to only 1/43 of the resources for the handicapped and only 1/28 of the resources for the educationally deprived. The legislation under consideration now results in roughly $5 a year per gifted and talented boy or girl. The economics are strained even further when, as it is presently formulated, state grants will account for 56% of the total authorization--thereby reducing the potential direct student benefit

to less than $20 per student per year.

In my view, you have appropriately served your country by providing leadership in recognizing that there has been a disregard for the educational needs of gifted and talented children and youth. I submit, however, that unless the Federal Government provides adequate appropriations to attack the problem with a reasonable expectation of winning, the gifted and talented children and youth in our schools will be fortunate if they but have contact with a single teacher who not only recognizes exceptional ability, but can teach and stimulate the gifted and talented; and private industry and foundations will have to continue alone in their efforts on behalf of these youngsters.

The young men and women we are concerned with here today could conceivably find the cure for cancer, help supply the leadership our government requires, possess the acumen to secure and stabilize a sound national and international economic foundation, or perhaps discover solutions to our problems of social discontent.

ABC staff have reviewed other sections of the bill, and I have been asked to convey one additional thought. In order to protect as many of the finally appropriated dollars as possible against the sometimes errant administrator's decision to "spend it or lose it," it is suggested that the Committee consider legislating a percentage limit on expenditures for the purchase of equipment. we are not unmindful of administrative measures taken to halt the runaway purchases of television sets and overhead projectors in the early Title I years; however, we are concerned that abuses not be repeated in this program.

Mr. Chairman, I want you to know that I sincerely appreciate this opportunity to have appeared before this Committee, and I hope that my testimony will be of value in your deliberations.

Mr. BAKER. Thank you. That brings me to my primary reason for my testimony today.

As a businessman, I am concerned about the future of my company; whether it will continue to thrive and prosper depends in large measure on the availability of well-prepared men and women to fill our future manpower needs. As an educated man who is vitally interested in our Government, I hold to the precept that the youth of our society deserves no less than our fullest commitment to maximize their educational opportunities. Finally, and personally most important, as a black man, I am confident that America will someday recognize one fact—that the liberty and economic freedom to prosper, unjustly denied to any of its citizens, surely lessens the quality of life for all.

I commend my Senator from New York and his coauthors for proposing this bill. Its passage and implementation is long overdue. This bill, if it becomes law, will, to our knowledge, be the first formal step ever taken by Congress to tangibly rescue and nourish gifted and talented youth.

Speaking for my fellow ABC board members and staff, we are especially interested in the success of part E of the bill "Research and Demonstration Projects for the Education of Gifted and Talented Children and Youth."

While it is not my desire to halt further basic research, as a practical matter, I believe it is now the time to allocate funds for existing and additional programs aimed at developing our gifted young people and, in the process, promoting the health and welfare of our Nation. Let me share with you a few sobering statistics from a paper by Dr. M. Lucius Walker, Jr., chairman of mechanical engineering, Howard University—May 1973.

In the school year 1972–73, only 4.5 percent of the total number of men and women studying medicine in the United States were black. This low level of black enrollment leaves a deficit of over 5,000 black enrollees in order to reach parity at 12 percent with the total U.S. population.

Black students in engineering account for only 2.1 percent of the total number of students studying engineering. This leaves the black enrollment deficit at 22,651.

From Dr. Walker's paper I quote: ". . . If the percent number of blacks graduating from engineering schools is increased by 15 percent a year, 50 years would be required to achieve proportionate representation in the Nation's engineering forces—that is, a black for every nine whites. On the present lazy trajectory, we are postponing the arrival of significant numbers of blacks in the top ranks of industry until well into the 21st century.

Mr. Chairman, and Senator Javits, for most of its operating experience, ABC has brought gifted and talented youngsters together with educational and financial resources. We have succeeded in achieving our first goal—to influence the individual lives of promising boys and girls. We have already begun to have an impact on educational communities.

Now we want to have an impact on professional groups within the country. Proven success in preparing students for college, coupled with growing community impact, places ABC at a special vantage point from which our program can have a significantly expanded role in assisting gifted and talented boys and girls.

The report makes painfully clear that Federal resources for gifted and talented children and youth are equal to only one forty-third of the resources for the handicapped and only one twenty-eighth of the resources for the educationally deprived.

Unless the Federal Government provides adequate appropriations to attack the problem with a reasonable expectation of winning, the gifted and talented children and youth in our schools will be fortunate if they but have contact with a single teacher who not only recognizes exceptional ability, but can teach and stimulate the gifted and talented; and private industry and foundations will have to continue alone in their efforts on behalf of these youngsters.

Senator JAVITS. Your time has expired.

Mr. BAKER. Senator Pell and Senator Javits, I want you to know that I sincerely appreciate this opportunity to have appeared before this committee, and I hope that my testimony will be of value in your deliberations.

Senator JAVITS. It certainly will be.

VIEWS OF PARENT OF GIFTED CHILD

Dr. GALLAGHER. Next we will hear from Ms. Gina Ginsberg of Oakland, N.J. She is the executive director of an active parents group called the Gifted Child Society. She is the mother of gifted children and she is a consultant to the Office of Education.

Senator JAVITS. Ms. Ginsberg, I want you to know that the chairman of our full committee, Senator Williams, is from the State of New Jersey, and I am happy to note that he is a cosponsor of this bill.

STATEMENT OF GINA GINSBERG, DIRECTOR, THE GIFTED CHILD SOCIETY, AND CONSULTANT TO THE OFFICE OF EDUCATION, OAKLAND, N.J.

Ms. GINSBERG. Thank you.

The written testimony which is before you was submitted to you in a dual capacity, first as executive director of the Gifted Child Society, which is a nonprofit parent organization in New Jersey which has offered educational programs on Saturdays and during the summer months for the past 16 years.

During that time we have brought educational enrichment to almost 10,000 gifted youngsters. I am here on behalf of the Gifted Child Society to actively and concretely support the bill we are hearing by offering our 16 years of experience in programing and teacher training wherever it may be of some help.

I am also speaking as a parent of two gifted young adults, and I heavily feel the responsibility of appropriately representing what must be millions of parents who are genuinely concerned over the education and fulfillment of their gifted children.

It is in this capacity of a parent that I wish to place before this committee two folders which we got together in an incredibly short time incidentally.

The first folder contains the letters of support, individual letters of support, from members of the Gifted Child Society, from parents of gifted children, and educators.

The second folder contains letters of support by gifted students, students who started in our summer program this past week, and we have chosen the students in the older group who are between the ages of 7 and 12.

Senator JAVITS. Ms. Ginsberg, they both will be received, and with your permission we will pick examples from both folders for use in the hearing record which will go before the Senate.

DEFINITION OF GIFTED CHILD

Senator PELL. What is the definition of a gifted child?

Ms. GINSBERG. I can only give the criterion that our organization uses, which is not perfect but seems to work for us. We require a minimum IQ of 120, and we have public school cooperation to make that determination; reasonable emotional maturity; and, when the children are old enough, a desire to participate.

If that child wants to play baseball on Saturday or stare at the ceiling, that is what he or she should do, but if they want to go to school on Saturday because they are dissatisfied during the week, we are glad to have them.

I was hard pressed to choose among these letters. I would like to present them because I think the children should be presented to you, and I have arbitrarily chosen the letter of both the oldest and the youngest student, and I would like to read first the youngest student's letter.

Senator JAVITS. Do you want to use your time for that? You have only a few minutes.

Ms. GINSBERG. Yes.

DEAR SENATORS: We would like to have better schools and better teachers because some teachers are so boring that you almost fall asleep during class. We want teachers that are nice and fun and that do exciting things.

Your friend, Ronnie Strom; age 7.

This is from the oldest student.

GENTLEMEN: As the future leaders of the United States today's gifted children demand a sophisticated and dynamic education. As the world around us increases in confusion and complexity, we need intelligent people to be world leaders, people who can logically reason out a problem, people who can see more than one side to every question, people who can help others find their individuality, allowing for all to live together in peace.

Therefore it is necessary to challenge those with a higher ability to learn that they may lead others to a better world. We must be challenged. We must have an intelligently presented education. We need Senate Bill 874.

Eric Subine; age 12.

Senator JAVITS. Thank you. Those are really beautiful.

Ms. GINSBERG. I hope that you gentlemen and the gentlemen of the Committee on Labor and Public Welfare will let your conscience guide your action.

Senator JAVITS. Thank you.

Dr. Gallagher, do you want to sum up?

STATEMENT OF DR. JAMES GALLAGHER, KENAN PROFESSOR OF EDUCATION AND DIRECTOR OF THE FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER AT THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, N.C.

Dr. GALLAGHER. My name is James J. Gallagher and I am Kenan professor of education and director of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. I am also appearing here as President of the Association for the Gifted, a national division of the Council for Exceptional Children that focuses attention on improvement of educational opportunity for gifted children and youth.

I note with pleasure that Dr. William Geer, executive secretary of the Council for Exceptional Children, an organization of over 40,000 educators and interested citizens, has provided written testimony endorsing this bill and also presenting the major policy statement on the education of the gifted passed in April of this year by the Council for Exceptional Children at their annual convention in Dallas, Tex., attended by over 9,000 members of CEC.

It is with great pleasure that I appear to enthusiastically endorse, both personally, and on behalf of TAG, the provisions of Senate bill 874 on gifted and talented education assistance.

We have attempted to address in our testimony the answers to three questions that are the logical questions to ask regarding any new piece of legislation. The first of these is; "Is there a need for such legislation"?

Second, "Isn't someone else taking care of this situation, such as local and State programs"? Third, "Don't existing provisions in Federal legislation take care of the need"?

The first of the three questions—is there a need?—is crucial. The professionals and those in personal contact with the situation are well aware of the needs. One of the reasons for a general lack of public concern, however, is that a substantial number of myths exist in the mind of the general public that are hard to erase. I will mention briefly a few of these myths here as examples, and the facts as research and experiences have documented them.

Myth No. 1—Gifted children will triumph over mediocre education programs and achieve at a superior level anyhow without special assistance. (The "genius will out" theory.)

Fact No. 1—Many gifted students do triumph over adversity but many do not. They may be dropouts, or more likely merely achieve at a mediocre level. The loss to our society in leadership potential for the arts, sciences, government, and business are incalculable.

Myth No. 2—Gifted children come from affluent, well educated parents who represent the white suburban "elite" of our society who are well able to take care of themselves without public help.

Fact No. 2—Gifted children may be found in every ethnic and racial subgroup in substantial numbers. One of the greatest potential sources

of gifts and talents yet untapped for this Nation are those children whose gifts are disguised by clothing, dialect or cultural differences from the standard middle class norms.

Myth No. 3—Helping gifted children means giving them an additional competitive advantage over my child and will result in a poorer outcome for my own children who are not gifted.

Fact No. 3—The benefits to all of us of a major stimulation program for these children can be easily seen if one thinks of contributions such as the polio vaccine, the computer revolution, hybrid corn and other agricultural advances produced by creative minds. Problems such as mass transit, pollution, and the energy crisis will yield, not to rhetoric, but only to the most sophisticated and well-trained minds.

Two years ago the Congress of the United States passed a significant addition to the Elementary and Secondary Education Amendments of 1969, section 806, entitled provisions related specifically to gifted and talented children. This amendment, unanimously passed in the House and Senate, provides for two specific changes in existing legislation, but its major significance rested in the symbolism of concern that was shown by the Congress rather than in the amount of financial assistance that was provided.

Part of that amendment required that the Commissioner of Education provide a report to the Congress on the status of gifted education in the United States. Commissioner Marlands' report to the Congress was based on 12 sets of regional hearings with over 500 witnesses appearing or providing testimony in major cities in each of the HEW regions around the country plus a State survey of current practices.

As such, it provided substantial answers to the questions regarding how well the State and local programs are doing and whether existing Federal programs have an impact on this problem. I would like to emphasize some of those results today.

At the time the survey was conducted over 20 States had legislation on their books that provided for special resources or incentive to local school districts to increase their program efforts on education of gifted and talented.

Ten other States have now, or have had in the recent past, planning commissions devoted to the study of the gifted education issue but have no specific legislation. Some of the States have used this legislation to build interesting and effective program action for the gifted and some local communities have done likewise. However, in State after State, the story is really that the authorizing legislation was passed by the "head," but has not been funded by the appropriation "heart."

When the States were asked what were the major barriers to effective State action for the gifted, the major statement made by the vast majority in the States was that "insufficient financial support" was the major problem, and the second problem was that "other pressing priorities" were displacing potential resources for the gifted.

A friend of mine once said that the keystone of American political life at all levels is based on crisis. Any action requires a serious threat, a kind of immediate problem that cries out for immediate action. Under these, and only these conditions, State governments and the Federal Government will act.

Those interested in the programs for the gifted can easily recall that the point in time in which the most active public concern was shown for the gifted was immediately after the launching of Sputnik, which generated or obtained financial support for the National Defense Education Act, and for curriculum projects in the National Science Foundation to bolster our math and science programs, et cetera.

Such actions were reflected in similar actions taken in a number of States. What was created was a crisis, a threat from the Soviet Union, and on the basis of that crisis we had action.

It is tempting for us today to tell you that there is a crisis, that action must be taken today or terrible things will happen tomorrow, or at the latest, the first of next week; but that is not true. What will happen tomorrow will be the continuation of the slow erosion of human resources that is happening today, has happened yesterday, and the day before yesterday, without headline-producing results.

There is no immediate crisis, only a slow erosion of our natural and physical resources without close attention because these resources dwindle away so slowly that there is no single point of crisis to call attention to them, until the accumulation of the erosion becomes so great that it must be noticed.

What we are asking for today is that this slow erosion in human resources be attended to and attempts be made to reverse that trend before it accumulates to a level that can create a crisis in the human resources in this country.

In State after State the reports that came back from these regional hearings were the same. The good intentions of the legislators were overwhelmed by the crisis problems in other areas, and the resources of the State were diverted to these emergencies.

What is encouraging is that the level of investment to produce better quality education for the gifted and talented is not that expensive. Figures from the State of California suggest less than $200 per student can result in a significantly improved educational opportunity for gifted students. What is required is not that huge resources need to be made available. Modest resources will do. In terms of the potential contribution of these youngsters to our society, the output for that input is almost certainly gigantic.

If our friends in the Office of Management and Budget are paying attention, since they are always concerned about the "cost benefits" of educational programs, they should realize that the cost benefits of such an effort would be enormous for our society.

One question remains and that is, "Would not this legislation being proposed today be redundant? Is not, in fact, the Federal Government, through its many education programs, already providing the resources that will help gifted students to move forward?" We need not guess at that. The survey and report of the U.S. Commissioner of Education to the Congress has well documented this particular connection.

There were seven major educational program areas where Federal funds could be spent on education of the gifted at the time of the survey.

These would be title I of ESEA where special attention could have been paid on the talented youngsters coming from deprived economic circumstances; title II, ESEA, for special library programs; title III in special innovative programs and centers; title V for strengthening

leadership personnel for the gifted in State departments of education, in the national defense education training programs, and so forth.

The reports back from the States were as dismal as they were familiar. Sixty-two percent of the States used none of these education provisions for the education of the gifted. In all, only 7 of the 50 States used title I funds for as much as one project on the gifted and talented in the State. Only 12 of the States used title III funds designed for innovative programs for this purpose, and only 9 of the States strengthened their own State departments in this area.

It is clear that the general educational funds, directed without specific focus, will not likely be spent on this educational emphasis. They will be spent on other issues of a greater immediate crisis potential.

There is only one prediction that can be reasonably made for such proposed programs as special revenue sharing for education, and that prediction is that the money sent back to the State and local level without focus will inevitably be spent on other issues.

That is not to say there is not a role to be played for general educational support. What we're asking for today is, in addition, that we need support for special problem areas, just as in the special revenue-sharing bill being considered before Congress, there are provisions for special broad areas such as vocational education and education for the handicapped.

This bill calls attention to another special area that needs to receive support at least for a time, where the catalytic influence provided can have impact on the State educational systems.

The specific proposals in the bill would serve that purpose. The proposal for a national clearinghouse on the gifted and talented would disseminate more accurately and more effectively useful educational information related to the education of the gifted.

The training of personnel in leadership positions—which I consider crucial to program development—and the provision for research and demonstration programs will illustrate the best of what we now know will provide important support services.

At the present time I know of no single Federal agency that would be receptive, or has any stated priority for supporting research on gifted or talented students. Few people pursue research in areas where financial support is not available.

Finally, there is the general support feature for grants and assistance to the States. All of these provisions provide the kind of catalyst, the kind of stimulus, that is necessary to get the States moving, so that many more youngsters like Maurine Jackson and the youngsters that Calvin Baker and Mrs. Ginsberg are talking about will have that kind of stimulation that will bring forth the productivity and creativity that this society needs in the last quarter of this century.

Thank you, Mr. Chairman.

ROLE OF HEREDITY

Senator PELL. There is no question about the support of this subcommittee.

I have just one question I would like to ask. This is something I have always been curious about. What is the role of heredity in the creation of exceptional children?

We are all familiar with this in horse breeding: Man of War, Secretariat. This has interested me as a philosophical question.

Do we accept this in intelligence?

Mr. GALLAGHER. That is one of the most thorny issues in the whole field of social science and education, but let me take a crack at it.

I think that there is no question but that heredity influences a portion of the total in terms of the production of gifted and talented individuals.

We do have strong evidence, as was pointed out by Mr. Ward and others on the panel, that talent can be found in every ethnic and racial group. What we do know is, that in other areas where genetics plays a role, unless the environment is favorable, unless the opportunities are there for the genetic potential to unfold itself productively, it will not. So, it will not do you any good to have a good genetic background if you do not have the fertile soil in which it can develop.

Even though we can say that genetics contributes a portion of the total in this problem, we are going to need a productive environment which will allow that kind of talent to flourish.

It is that kind of productive environment that is rare in American education today, and it is the kind of productive environment we hope this legislation will stimulate.

Senator PELL. It goes back to this theory that people are really a product of environment, heredity, and their own God-given creative skills.

DISCOVERY OF THE GIFTED AND TALENTED

Senator JAVITS. Do you not add another factor here about discovery? Is that not what you say is the strong support for this bill? Sure, you have genetics which produce the child who has talent, but like Maurine, unless that talent is dicovered—what we are trying to do is give them a better break than happenstance.

Mr. GALLAGHER. Yes; that is precisely right, Senator.

Senator JAVITS. Thank you, Mr. Chairman.

Senator PELL. I thank all the witnesses for their very helpful testimony, and I think you can have the satisfaction of knowing the chances for enactment of this legislation are now more auspicious than you testified.

At this point I order printed in the record all statements and other pertinent material submitted by persons unable to be present for this hearing.

[The information referred to follows:]

SUPPORTIVE DATA FOR S-874 SUBMITTED BY MICHAEL WITLIN, ASSOCIATE DIRECTOR OF COMMUNICATIONS, INSTITUTE FOR HUMAN RESOURCE DEVELOPMENT, HAHNEMANN MEDICAL COLLEGE, PHILADELPHIA, PA.

EXHIBIT I

FACULTY COMMENTS

.....Let me say that your program for high school students is one of the finest programs that I know of in this country. It gives them a chance to see what creative people are actually doing and to formulate goals of their own. It exposes them to the same kind of problems they'll find in college but they will have more of an opportunity to deal with these problems here. I feel that more students should take advantage of this golden opportunity, in fact this program should become a regular addition to the medical colleges curriculae and be put in the Hahnemann catalogue as such.

You're doing a fine job and have improved greatly over the last year.....

Robert H. Davis, Ph.D.
Research Associate Professor
Obstetrics and Gynecology

.....I like the concept very much, I've not been acquainted with the students very much, but what I see is good. The only drawback I see is the scheduling; pulling kids out of lab at inopportune times, but otherwise the whole educational concept is very fine.....

Kathryn E. Fuscaldo, Ph.D.
Associate Professor (Genetics)

.....The program is excellent and I can honestly say it is much better than last year. The potential of this program is great. I believe it has its place in that it fosters real concepts of science and scientific experimentation. I feel your pupils are far and above the normal students. I want to say that the students I have, Yonas Zegeye, is one of the finest and most mature high school students I have been acquainted with. He has been most helpful, several times I've pulled him into my medical school laboratory course and he has helped me prepare and present my lectures. From the beginning

EXHIBIT I (Cont'd)

when I was a little wary to now I have been more than helped by this young man and truthfully he has beenintellectually stimulating to me, more so than some of my graduate students.....

Edward J. Ciaccio, Ph.D.
Associate Professor
Pharmacology

EXHIBIT I (Cont'd)

Comments from Educators and Hahnemann Faculty

.....I fully approve of the Bioscience program. I think it is an excellent tool for keeping and accelerating the high interest that these students have.....

.....Considering that high schools don't have computational facilities, the computer and remote terminal are quite effective teaching tools. Some students who learn to use these well have become addicted to them, and their enthusiasm is unbounded....

.....The students with whom I have had contact these few weeks seem to have been carefully chosen. They are bright, intelligent, highly motivated, curious, and hard working students.....

I feel that the program is significant in that it exposes these students, interested in the sciences, to the background and development of the various careers available in these fields.....

.....Our Bioscience student will be a valuable asset to our school. Already other students are being motivated to try to enter the program next summer.....

.....The science department intends to use them in the school's scientific program as lab assistants with the hope that in this environment they will continue to learn and use the knowledge received this summer.....

.....I feel that the Bioscience program is singularly unique, and devising ways to improve upon it.would put one to task.....

.....It is the stimulation and methods of handling students that is the greatest benefit of the program.....

.....The Bioscience program is a marvelous opportunity for these students....it exposes them to what research really is, not just the glamour of it.....

.....The Bioscience program matter available to young students affords the opportunity for an early exposure to a scientific environment. I am sure that this early impression will have a deep effect on their future motivation.....

.....Of any program I have been aware of, even remotely resembling this one, I know of not a single one which is even a close second.....

.....I strongly support the National Science Foundation Summer at Hahnemann.....I am particularly impressed with that phase of your planning which challenges assumptions regarding certain science learning approaches for these children. I am confident that this will be of significant value in our designs for change.....

EXHIBIT J

Parent's Comments

...The Bioscience program has helped her to be more self reliant...has given her more stability as a person..

...My son has continued to be intensely interested. The lab work is educational, the student contact is social, the adult contact is beneficial and the trips are much enjoyed...

...I think it was great, both scholastically and socially. It strengthened her decision to follow a scientific career...

...Extremely well balanced program, stimulating and absorbing. This program is all we hoped it would be and much more...

...I think the program is very educational and will be helpful in the school year ahead...

...We feel the program has instilled a love of medicine in Mitch. This has been the best summer of his life and we are grateful he had the opportunity to participate...

...She has met young adults from different walks of life with other viewpoints and aims and learned to be more tolerant...

...The many field trips he has been on have proved to be a great advantage to him, as he probably would never have seen many of these places if it hadn't been for the program...

...He seems to be absorbing a great deal of information at a very fast pace, and his vocabulary has increased significantly...

...The exposure to various aspects of science has helped him along the road to making a decision about his future career...

...Emotionally, the experience has matured him, and given him more confidence in himself...

...He will better know the areas to pursue in high school...

...Most significantly, we believe she is less literal now and much more inquiring...

...The program has made her an interesting conversationalist, especially in the areas she has experienced...

...Her almost worshipping awe of doctors turned into a sensible, intellectual respect. She discovered through the doctor's lectures and Dr. Satinsky that men in the field of science can reach her age group; that they can discuss other areas in life and that they possess a sense of humor when the occasion calls for it...

...She has become aware of the different cultural advantages of Philadelphia through her field trips...

...He appeared to have become creative through the variety of ideas and thoughts given him through the program...

EXHIBIT B

Students' Comments - Specific

...I have enjoyed this program so much for two reasons. The first being that I have received an experience that I would never have had until I reach medical school, that is working and participating in actual research labs and receiving lectures from the hospital staff itself...

...My experiences in the lab leave me with a feeling of confidence and the urge to go on and learn more in the field of research...

...A most important facet that seemed to overshadow many of the other program activities was the laboratory experience made available to all the students...

...Field trips are necessary - especially to unusual places...

...Laboratory facilities are, above all, the most fascinating aspect of the program...

...This experience in the laboratory will help me in years to come and will be an experience I shall never forget...

...The programs of field trips, cultural activities and recreation are a great asset to the development of a person...

...I think the lectures and field trips give a really good survey of all the different fields of medicine besides most of them being interesting themselves...

...Not only did I increase my knowledge of medicine but I thoroughly enjoyed the scientific and cultural trips that we went on. I really enjoyed learning things that I never knew before concerning the wonderful place that I was brought up in...

...The lecturers are good, and the exceptional ones we have stimulate us to investigate further the possibility of careers in those fields...

...I am grateful for the opportunity to see such places as the New Bolton Center or the Smith, Kline and French Laboratories...

...Laboratory facilities are the most fascinating aspect of the program. Actually taking advantage of these labs is extremely useful, and is a great help...

...If I get nothing else from this program, at least I'll be the first girl in my chemistry class in September to know that two big rinses are not as good as ten little ones when washing any kind of dishes...

...Through our critiques we have gained a better understanding of others and ourselves...

EXHIBIT C

Student Participant Independent Research Projects

Determination of the nature of spontaneously formed white colonies in a pink strain (173-1/A) of yeast.

The effect of the blood frictions (after thermal injury) on tumor cells.

The germination of Mimosa Pudica.

The Comparison of the cylochrome oxidase test and pathotechnique CO strips in the identification of pseudo-monas.

Dose response curves and blockage of acetylcholine, DMPP, and Histamine.

The relative effectiveness of selected disinfectants on various organisms tested from home and in the laboratory.

The effect of test anxiety upon the scores of high ability high school students in the Digit Symbol segment of the Wechsler Adult Intelligence Scale.

The comparative study of Alanine and glutimate Dehydrogenases under the different cultural conditions.

Cerebral evoked responses in psychiatric disorders.

Electrophysiology of anti-arrythmic drugs.

Electrolyte relationships of cardiac excitation.

The transfer of immunized Peyer's patch cells.

Antibody reactions: amino-assay work.

Nutritional studies on deficiencies as they occure in guinea pigs.

Breeding programs for specific genetic strains of animals.

Complement fixation and radio-immunoassay for Bradykinin.

EXHIBIT K (4)

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street & of The Parkway
19103

MARK R. SHEDD
SUPERINTENDENT OF SCHOOLS
I. EZRA STAPLES
ASSOCIATE SUPERINTENDENT
INSTRUCTIONAL SERVICES
Phone: 448-5662

File #300
January 5, 1971

Dr. Victor P. Satinsky
CVI Surgery
Hahnemann Medical College and Hospital
230 North Broad Street
Philadelphia, Penn. 19102

Dear Dr. Satinsky:

On my recent visit to Hahnemann Medical College and Hospital to observe the Academic Year Extension Program, I was deeply impressed with the high degree of enthusiasm on the part of the students involved in the program. The opportunity of working with scientists in the rich laboratories of the College and Hospital has made a tremendous impact on the students and on teachers who have visited the program. This program has also made an impact on the total school system in that it has suggested to all of our high schools possible areas of program exploration on their own part.

This unique work-study model of an in-depth science curriculum is invaluable to those students planning careers in the field of science and in stimulating others to pursue such careers.

We hope that the Academic Year Extension Program will continue to grow and to benefit more students and teachers.

Sincerely yours,

I. Ezra Staples

I. EZRA STAPLES
Associate Superintendent

EXHIBIT AI
EXAMPLE OF STUDENT'S ELEVATION OF ACADEMIC RECORD

Dear Doctor Satinsky,

Unique! is the only word I could use that would justifiably describe the experiences that I have had at Hahnemann Medical College and Hospital. Before I knew of the existence of Hahnemann and its wonderful programs, I was completly unaware of the world of knowledge that beckoned to me if only I could heed the call. I merely went to school every day obtaining only C's and D's and not really caring about anything, only doing enough work to get by.

Then in the summer of my sophomore year in high school it all happened. My guidance counselor had told me during the year about the SPEED program (Science Program for Educationally and Economically Disadvantaged). I must admit that the word disadvantaged really turned me off but I figured that by applying I didn't have anything to lose. I applied and was accepted. This was my first taste of what a true academic atmosphere looked like and how it operated. Fascinated by all this I was eager to get in on the action. And I did. The lab experience which the program provided gave me the feeling of independence and security which is necessary for a person to take the first giant step.

I returned to school in September with a new outlook on life and self-awareness. Because of the great motivation which the SPEED program provided those C's and D's now turned to A's and B's. I really began to work; I even went so far as to establish a new goal for myself because the old one of becoming a secretary just wasn't good enough for the new me. Now I wanted to be more. I set my goal to become a physician, something I knew would take a lot of work and which always had been a fantasy of mine.

During my junior year in high school I applied to Hahnemann's AYE program (Academic Year Extension Program). In the process of applying for this program I was offered the job of assistant program director for the CCSS program (College Cooperative Secondary School Program) which I eagerly accepted. In running this program I was given the opportunity to express my individuality and good common sense, which could surely use the exercise.

During the summer I was notified of my acceptance to the AYE program. Once again, opportunity was knocking at my door. Through the AYE program, I have learned to use all the abilities which the SPEED program helped bring out. I have learned to study individually without being coxed or pushed. In fact, I even like the idea of asking questions and going to a book and looking up the answers myself because it gives me the great feeling of accomplishment.

Thanks to the Hahnemann Medical College and Hospital and its wonderful faculty I have gained all the necessary instruments to make my once fantasy of becoming a good physician come true. Now it's up to me to do the rest. So with tools in hand and one foot in the door I will leave Hahnemann in

EXHIBIT AI (2)

September to continue my studies at Franklin and Marshall College where once again I intend to put my confidence, enthusiasm, independence, and overall willingness to learn (no matter how tough it gets), which Hahnemann gave to me back into action.

Gratefully yours,

Michele Russell

Frieda L. Levinsky
1697 Calle Leticia
La Jolla, CA. 92037
August 14, 1973

The Honorable Jacob Javits
United States Senate
Washington, D.C. 20510

RECEIVED AUG 16 1973

My dear Senator Javits:

Please accept my gratitude for your correspondence of August 3, 1973. As a result of your comment in reference to supplying you with an exclusive statement for "the printed hearing records," kindly state the following:

Gifted students have been for many years a neglected minority. They are placed at the bottom of the federal budget totem pole, especially in California schools where the general population has rapidly increased to currently 19,953,134. Of this figure, Orange and San Diego counties have had the greatest increases which has caused delay to the needed improved programs. (Charles R. Adrian, University of California, Riverside, Population, 1970 Census, Americana Annual, 1973, page 165.)

California gifted elementary and secondary students comprise an estimated million and one-half of this figure. These statistics are based on the above population reference and on the more than two percent national general gifted student population ratio. San Diego City Schools currently have an enrollment of 5,966 gifted elementary and secondary students (Dr. Scott Gray, Acting Assistant Superintendent, Division of Student Services, Programs for the Gifted, San Diego City Schools, San Diego, California, 1973-74).

At Clairemont High School where my youngest son currently attends and will hopefully continue for the next two years, 217 gifted students are now enrolled. Furthermore, new students are placed into this innovative pilot program with limited local resources. Also, 300 highly gifted students cannot be included because of lack of federal funds.

Special programs at the local schools would help utilize the creative potential of the able students to the degree of excellence. This is true because these students learn faster; they like individualized learning; they enjoy challenges; and are the potential Salks, Brandeises, Picassos and Steins. They need resources and an environment conducive to their abilities.

Please consider the potential creativity and leadership which would be lost should this legislation be delayed again even for another Congressional Session. Once the able students leave the high school, they are likely to end up in the corner drug store smoking pot or washing dishes in a restaurant. They may never learn to become the self-actualized, self-asserting individuals who could help our country play the world leadership role.

I am convinced that you, California senators John V. Tunney, Alan Cranston and the other thirteen co-authors of Title VII-Gifted and Talented Education Assistance Bill are mutually interested as I am in improving the educational environment of our ablest students. Only in a fine learning environment could we possibly hope to achieve the highest expression of their creativity and their leadership.

Let me assure you again that the State of California - especially San Diego City and County Schools - has definite plans for utilizing the federal monies for teacher education, for new equipment, and for new schools and library facilities.

With best wishes,

Sincerely,

Frieda L. Levinsky

Frieda L. Levinsky
San Diego Association for Gifted Children

CLARKE COUNTY SCHOOL DISTRICT
ATHENS, GEORGIA 30601

CURRICULUM AND INSTRUCTION

800 COLLEGE AVENUE

Jerry H. Rogers
Resource Teacher for the Gifted

Honorable Claiborne Pell
United States Senate
Washington, D.C. 20510

Dear Senator Pell:

I am writing to express my support for Senate Bill 874, the Gifted and Talented Child's Education Assistance Act.

From my experience with gifted children in our public schools, I find that the basic provisions of the bill could enable school systems to offer more challenging opportunities to their bright students. For gifted these students have been the "disadvantaged" youngsters in that they have been the beneficiaries of very little financial legislation.

I would like to know your feeling about the substance of Senate Bill 874 and what you think that educators can do to insure its adoption.

Thank you so much for your time, and I hope to hear from you soon.

Seriously yours,
Jerry H. Rogers

COLUMBIA COUNTY BOARD OF EDUCATION
JOHN PIERCE BLANCHARD, Superintendent of Schools
APPLING, GEORGIA

WILLIAM S. JACKSON, Chairman
EVANS, GA.
JOHN M. PRICE, JR., Vice-Chmn.
APPLING, GA.
MORRIS F. LONG, Asst. Supt.
APPLING, GA.

GUY E. FLEMING, JR.
HARLEM, GA.
LAMAR C. WALTER
GROVETOWN, GA.
LEON J. ZEIGLER
MARTINEZ, GA.

July 23, 1973

Senator Claiborne Pell, Chairman
Subcommittee on Education
Labor and Public Welfare Committee
United States Senate
Washington, D. C.

Honorable Pell:

As resource teacher in the area of the gifted and talented youth in Columbia County, Georgia, I would like to express my strong feelings in favor of Senate Bill 874, the Gifted and Talented Child's Education Assistance Act.

For eighteen years I have taught in Georgia's public schools and have been so keenly aware of the neglected needs of our gifted and talented students. They are our greatest prospects of human resources to solve the multitude of problems facing mankind today as well as the future. They are entitled, as are all individuals, to equal opportunities to develop to their fullest potential.

I have worked with intellectually gifted and talented students for the past three years. The challenge before us is great! With the aid of the provisions in Bill 874, this challenge may be met.

Thank you for your time and interest in a great cause - the cause of the gifted and talented individuals in the schools of this great nation.

Sincerely,

Shirley S. Johnson

Ms. Shirley S. Johnson, Resource Teacher
Area of the Gifted and Talented
Columbia County School System
Appling, Georgia 30802

TO: Senator Caliborne Pell, Chairman
Sub-committee on Education
Labor and Public Welfare Committee
United States Senate
Washington, D.C. 20510

FROM: Concerned Georgia Educators for the Gifted

RE: Senate Bill 874

We, the undersigned, having made our own commitment for the better education and further enrichment of gifted and talented youth, most strongly urge the passage of Senate Bill 874.

Dollars wasted, hours suffered, years idled away are products of ineffective, misguided, understaffed and poorly equipped educational programs for the gifted and talented. We speak not of a few, but of millions of dollars never generated by creativity lost; of the problems of pain, indignity and poverty never solved because of intellectual power left unrefined; of years poorly spent by near geniuses working assembly line jobs never freed from peer prejudices.

Our present economic condition shouts the slowly growing obvious — giftedness and talent are required to as great a degree as society can make them available. Can we afford then, in any sense of the word, to allow our finest, potentially most productive human resources to remain neglected? If freedom's great premise of equality of opportunity—the opportunity of every individual to develop to his greatest potential—is the building block of America, then each day's delay in developing the gifted weakens that very system.

Our idea seems to be if we ignore talent, if we ignore giftedness, they will go away. America must not accept this foggy reasoning and continue to compound our past mistakes.

JF:cf
7/30/73

cc: Senator Herman Talmadge
Senator Sam Nunn

1. Patsy Jennings, Carroll County Schools
2. Jean Fant - Atlanta Public Schools
3. Eleanor Hoomes, Carroll County
4. Patricia K. Sherman - LaGrange City Schools
5. Fred McDuffie, Jr. - Dodson Co.

6 Marilyn Hamblen - Hall Co.
7. Jaene White - Cobb Co.
8. Linda Barkston - Lamar County
9. Karen J. Semerad - Fayette County
10. Frances Murphey - Coweta County
11. Ellyn Davis - Douglas County
12. Kay Sewell - Pickens County
13. Judy Miller - Griffin - Spalding county
14. Herman Brookshaw, Jr. - Floyd County
15. Margaret S. Yelton - Griffin Spalding Co. Schools
16 J Terrell Drummond - Carrollton City Schools
17 Dary Walker - Bremen City and Haralson County Schools
18. Darlene Pope - Cobb Co.
19. Barbara Wiggins Carroll county
20. Jean Sproul Coweta County
21. Ethel W. Wright Troup County
22. Elizabeth Ann Palmalee DeKalb County
23. Jane Chappell DeKalb County
24. Jeannette McClure, City Schools of Decatur
25. Marcia F. Williams, City Schools of Decatur
26. David J Wilhoite - Catoosa Co. Schools
26. Carrie Williams - Carroll Co Schools
27. Cady Westbrook — Catoosa Co. Schools.
28. George A Walker - Atlanta City Schools
29. Margaret Olson - Griffin - Spalding Co. Schools
20. Angelyn R. Terry - Atlanta Public Schools

July 20, 1973

Dear Sir

I urge you to favorably consider Senate Bill 874, introduced by Senator Jacob Javits which provides funds for educating the gifted child.

I feel there have been many opportunities for the underachiever and handicapped children, but the gifted child has often been over looked.

It is because these children are gifted, that they too need special opportunities.

Sincerely
Mrs James A. Hinter

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG

COLLEGE OF EDUCATION
TAMPA, FLORIDA 33620
813: 974-2100

July 2, 1973

Senator Claiborne Pell
Chairman, Subcommittee on Education
Labor and Public Welfare Committee
United States Senate
Washington, D.C.

Dear Senator Pell,

I should like to express my support for Senate Bill 874, the Gifted and Talented Child's Education Assistance Act. As a member of the teacher training team for gifted child education at the University of South Florida, it is my observation that the enhancement of all education is at stake with this bill. It will be a contribution to the betterment of general education in this country. With the establishment of the clearing house, grants to states, support for personnel training, and support for research, education in our county will be bettered greatly.

Yours very truly,

Russell M. Johnson

Russell M. Johnson, Ed.D.
Associate Professor
Exceptional Child Education Dept.
Gifted Education Program

/bp

cc: Senator E. Gurney
Senator L. Chiles

Rec'd JUL 9 1973 255 Rolling Wood Drive
Ans'd ..... Athens, Georgia 30601

July 6, 1973

Senator Claiborne Pell
Chairman, Subcommittee on Education
Labor and Public Welfare Committee
Washington, D.C.

Dear Senator Pell:

I am writing to express my support of Senate Bill 874. I appreciate any impetus you can give to any program for gifted and talented children.

Sincerely,

M L Truitt

Christine D. Abramson
6172 Edsall Road, Apt. 54
Alexandria, Virginia 22304

July 6, 1973

Honorable Claiborne Pell, Chairman
Subcommittee on Education
United States Senate
Washington, D.C. 20510

Dear Senator Pell:

This letter refers to S. 874, to provide a program for gifted and talented children, and specifically to the hearings on June 28.

One of the chief difficulties encountered at the hearing is too often experienced in the United States today: the lack of differentiation between training and education. The Subcommittee's discussion of S. 1814, to improve adult education, actually centered primarily around training rather than education; and considerable confusion exhibited itself concerning this differentiation during discussions about S. 874.

Society in the United States today primarily prefers to train its individual members and in fact fears and dislikes educated people, as such people tend to rock boats, ask embarrassingly acute questions, and lead generally nonconformist lives. This fact is regrettable, but highly relevant when we come to the matter of identification of gifted children. As Senator Javits pointed out, changes -- whether for good or not-good -- are led by gifted people (a largely after-the-fact finding?). The individuals leading these changes are generally gifted in terms of education; the highly trainable are more likely to center their efforts and attention on that skill they can perform best, and few will expend their energies on fields outside their own (Linus Pauling springs to mind as an exception to prove the rule).

How to identify a gifted and talented child in terms of education therefore seems to turn about the problem of prediction of individuals who will induce and lead change in a society which dislikes and fears change. This is approximately similar to the problem of identification of the pre-delinquent. The fact of stereotyping an individual, or naming the person as gifted or pre-delinquent, is often enough to create that tendency in the child. It was on these grounds that I argued against a program proposed by the police and the school system of Tampa, Florida, to identify and treat the "pre-delinquent" children in grades three and four. The reductio ad absurdem occurred in Scotland, where a computer suffered a crossed circuit and tracked classes of gifted and slow children incorrectly. When the error was discovered at the end of a year, each group was found to be fulfilling the machine's erroneous prophecy.

Herein lies reason for special research and for training of teachers for gifted and talented children. Unlike the training provided for teachers preparing for regular classrooms, who are taught to teach -- i.e., train -- their charges, classes for teachers of gifted children are taught to respect their students, who are after all gifted! It is this element of respect that I believe is crucial to the enhancement of humanness, hence giftedness, in a child. The training of teachers for the gifted tends toward enhancement of attitudes of respect and awe and wonder.

It is understandable that the usual teacher-training, for regular classrooms, directs teachers toward the lower forms of thought, as explained by David Jackson of Illinois at the hearings. These lower forms are much more easily measured and quantifiable, hence easier to handle than the higher forms, or forms directed toward education rather than training. Nearly all children can be encouraged to use the higher forms; in fact they do it naturally until taught not to: asking questions, having quirky ideas, and above all, making mistakes. Unhappily, one of the main lessons of the regular classroom is that this behavior on the part of the children is not at all desirable or acceptable.

Why categorical funds rather than revenue-sharing funds? Gentlemen, you know even better than I do that state officials do not want education; they prefer training and in many cases believe that is what the schools are all about. It is not only state officials, though; it is the businesses and people who pay taxes, and it is the teachers who work so hard in regular classrooms -- and pay taxes. Above all, it is the people who, like yourself, categorize their children as "not gifted."

My qualifications for writing this letter follow: I attended the hearings as an interested citizen who had never before attended a committee hearing and seen the ballet -- and the pressure of time imposed on Senators. I am also an M.A. in Special Education for Gifted, University of South Florida, 1969, earned under a Fellowship Award Grant, Office of Education, DHEW. In addition, I am the mother of three children who have I.Q.s of over 150.

You will find enclosed an article I wrote at the request of the Tampa Times in the spring of 1970. It was published then; nothing has occurred in the interim, unhappily, to render it out of date.

Very truly yours,

Christine D. Abney

cda
Enclosure

On the "Educational" System

by Christine Abram

Recently I have seen again a statement frequently encountered in discussions about children. This time it was Agnes Meyer, author and lecturer, quoted in the local newspaper as saying, "If we use the latest scientific information on the learning process, we know that the most intensive learning period of every human being is between birth and the age of six or seven." Okay. But she recommends extending the public school experience "downward to the age of three, from one end of the nation to the other," and here I cry Wait! Think!

What happens to a child at the age of six or seven that so effectively slows down and, in far too many cases, brings to a grinding halt the learning process? One possible reply is that he starts first grade and for the next ten years is required by law to attend school. (Note, please, that there is no law that school should be worth attending.) Is there perhaps a connection?

A child learns because the need to learn is as great as the need to grow physically. Ideally and often in reality, by the age of six or seven he has gained good control over his body and many of its functions. He has learned much about human relationships and about himself. He is eager to extend himself outwards -- continuing to learn, making mistakes and learning from them, trying out solutions some of which work out well and others badly.

Then he starts school. No longer may he learn with all his senses, with his own needs, and at his own pace. He must divorce himself from his body, remaining quietly in his seat for long periods of time, learning what he is told he must know and not that which delights him. He may not run outside and learn from the sky, the trees, the birds, or his friends; he is cut off from his own needs of the present. When he hears a gay tune, he must sit still, not enjoy it with his whole

being, and he learns to hate music. He is told to sit still and learn his numbers, and numbers become work and he hates them. He is ordered to stand up and display his shortcomings in reading, and he is ashamed and learns to hate reading. He wants to discuss his difficulty with a friend who is a better reader, but he must stay in his seat and not talk with his friend. In many schools he is not allowed even to talk with his friends over a pleasant lunch! Is this any way to enhance learning, to make learning what it should and can be: utter delight?

The child is promoted. Through taking tests, in overcrowded classrooms, his distraught teachers trying to stem the flood of life in him and his classmates, he learns that there is only one right answer to a test question. And the school's passion for accuracy inhibits and stultifies his search for alternatives, for novel solutions, for excitement, for joy; mistakes are not learning experiences; probing questions cannot be tolerated in the relentless pressure for measurable achievement.

He progresses into junior and then senior high school. He begins to mature physically. And with the marvelous integrity of growth, he struggles to mature emotionally and intellectually as well. He begins to form his own ideas, structures, generalizations, his own values, judgments, opinions. He asks the questions only he can answer: Why am I here? What is God? What is truth? He finds so many contradictions between what he sees and what he is told, and he wants to challenge the contradictions. What school will allow him to do so? What school will permit him to move about, find his own answers, try his own solutions? What school will encourage mistakes as learning experiences?

And so he comes to the university afraid to ask questions, afraid to doubt what he is told, afraid to seek alternatives, afraid to make mistakes. This is, in far too many cases, the condition in which I find students in my classrooms: afraid -- afraid to probe, to seek, to learn what has meaning for them.

I feel a profound sadness at the loss of human potential, at the incredible waste, at the want of a sense of joy and delight in growing and learning. It is such a terrible loss to the world and to each individual!

Should we indeed extend this "public school system downward to the age of three, from one end of the nation to the other"?

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL PSYCHOLOGY
ATHENS, GEORGIA 30602

Rec'd JUL 9 1973
Ans'd

July 4, 1973

Senator Claiborne Pell, Chairman
Subcommittee on Education
Labor and Public Welfare Committee
United States Senate
Washington, D. C.

Dear Senator Pell:

I would like to urge support for Senate Bill 874, the Gifted and Talented Child's Education Assistance Act. It is a widely acknowledged fact that the education of gifted and talented children has been and still is seriously neglected. Many wealthy and/or well-educated parents have been able to provide special educational opportunities for their children but even these efforts have been inadequate in many instances. More serious, however, is the plight of gifted children from poor families. They not only lack appropriate opportunities for developing their talents but they also lack the encouragement necessary to sustain them.

In the United States today, I believe we are in a far better position than ever before to make good use of increased support of the education of gifted and talented children. At the national level in the person of Hal Lyons we have a dynamic kind of leadership that we have never had before. In our universities we now have programs for training teachers and other workers in this area of a quantity and quality that we have never had before. Within the past year I have seen the national leaders in this field become a cohesive, vigorous group able to establish and carry out goals, if given reasonable support.

Now is the time for more adequate support of efforts on behalf of the education of gifted and talented children in the United States. I urge support of Senate Bill 874.

Sincerely,

E. Paul Torrance

E. Paul Torrance, Head
Department of Educational Psychology,
Measurement and Research

Newton County Public Schools
J. W. RICHARDSON, Superintendent
2109 NEWTON DRIVE, N. E.
COVINGTON, GEORGIA 30209

Rec'd JUL 9 1973
Ans'd.....

July 6, 1973

Senator Claiborne Pell
Chairman, Subcommittee on Education,
Labor and Public Welfare Committee
United States Senate
Washington, D. C. 20013

Dear Senator Pell:

We hope that you will support Senate Bill 874 which provides for the gifted child. The gifted and talented child has been the child who has been most neglected in all education plans. Since these children will become the leaders of tomorrow, it seems that the wisest use of educational grants and money would be to train these leaders in independent thinking, critical reading, and other areas which would give us outstanding leaders of tomorrow.

Very truly yours,

Lavinia Roughton Wood, Ed.D.

Dr. Lavinia R. Wood
Asst. Supt. of Schools

LRW/br

Copy to: Senator Talmadge
Senator Nunn

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

PAUL W. BRIGGS
Superintendent

July 5, 1973

The Honorable Claiborne Pell
United States Senate
Chairman, Subcommittee on Education
325 Old Senate Building
Washington, D.C. 20510

Dear Senator Pell:

It is my understanding the hearings are being held on Senate Bill 874, the Gifted and Talented Child's Education Assistance Act.

This letter is written in support of this worthwhile legislation. The development of abilities of gifted and talented students is crucial to the well-being of our great nation. Our gifted are needed for leadership in our community of nations, to assist with problems of communication, transportation, and distribution of materials and services. We need their assistance in improving the quality of life and in finding peaceful solutions to complex problems that threaten to overwhelm us.

Senate Bill 874 offers opportunity for us to take some initial and valuable action on critical importance issues of providing significant educational experience for gifted and talented youth.

I wish to thank you for support for this worthwhile legislation and request your continued assistance in the days ahead.

Sincerely yours,

Charles N. Jordan
Director
Division of Major Work Classes

rw

B-16 Callaway Gdn. Apts.
Athens, Ga. 30601
10 July, 1973

Senator Claiborne Pell,
Chairman, Subcommitte on Education, Labor and Public
Welfare Committee,
United States Senate
Washington, D.C.

Dear Sir:

I write to urge favorable action on Senate Bill 874, the Gifted and Talented Child's Education Assistance Act.

I will serve as resource person for the gifted for Oglethorpe County in Georgia during the next year. I have been able to obtain local funds for transportation between schools and for materials for the program. But we cannot expect all support to come from the local level. National action is necessary to provide such important functions as a National Clearing House on Gifted and Talented Youth, grants to the states to assist them in providing gifted programs, and personnel training grants to the state education agencies and institions of higher learning. Funds for research and demonstration are also needed.

Working in this field, especially in the relatively poor state of Georgia, I see the dire need for funds from the federal government to promote education for the gifted and talented.

I am sending copies of this letter to our state senators to encourage them to work for passage of this important bill. I hope that your subcommitte will be aware of the need that exists and report the bill out of committee with favorable findings.

Sincerely,

Lee H. Kukowski

Lee Hunt Kukowski
(Mrs. Thomas)

LK:lk
2 copies

2220 Bruce Drive
St. Simons Isl., Ga.
July 8, 1973

JUL 12 1973

Senator Claiborne Pell
United States Senate
Washington, D.C.

Dear Senator Pell:

I wish to express my support of Senate Bill 874, the Gifted and Talented Child's Education Assistance Act.

That the provisions of this bill become realities is vital to the conservation of our nation's most valuable

resource, its gifted and talented youth.

I am a resource teacher working with elementary age gifted children in the Glynn County, Georgia, public schools. The support and assistance this bill will give our program is urgently needed.

Thank you for your efforts on behalf of education.

Sincerely,

(Mrs.) Evelyn G. Wood

733 North Evanslawn
Aurora, Illinois 60506
July 13, 1973

Honorable Claiborne Pell, Chairman
Subcommittee on Education, Labor and
Public Welfare Committee
United States Senate
Washington, D. C. 20510

Dear Senator Pell:

I strongly urge the support of Senate Bill 874, the Gifted and Talented Child's Education Assistance Act. Personal and professional experience has shown me that not only are these children's needs not met by most of our nation's public schools, but often their school experience is detrimental to their potential. This loss of talent, this loss of productivity results in a loss to the nation's economy and to its creative progress.

Experience has also revealed to me that something <u>can</u> be done to alleviate this loss. Financial support from the Federal government for program development, training, research and dissemination is the most effective move. It will produce results.

Thank you for your support.

Sincerely,

Betty Butler

Betty Butler
733 North Evanslawn
Aurora, Illinois 60506

c.c. -- Honorable Charles Percy
Honorable Adlai Stevenson

Testimony of the

Honorable William Lehman

before the

Education Subcommittee

Senate Committee on Labor & Public Welfare

July 17, 1973

Mr. Chairman, this past decade has seen the disturbing attitude in education that if a student is especially bright, there is no need for special attention, because the child can make it on his own. The big push of the fifties in response to the Soviet sputnik has waned, and the education of the gifted and talented retreated into the background.

With the publication of the USOE report, "Education of the Gifted and Talented," it was brought home again that by neglecting the special needs of our brightest students, we are wasting a very valuable national resource.

According to the USOE report, a conservative estimate of gifted and talented children ranges between 1.5 and 2.5 million, about three per cent of the school age population. To date, little has been done on a nation-wide scale to deliver specialized educational services to these children.

The USOE study indicates that "one main reason for the lack of programs at both the local and state levels remains a downright hostility toward the gifted students themselves." Most of our teachers have not been trained in education of the gifted. A survey of 1,561 colleges revealed that only eleven percent touch on this kind of training.

Only ten states have a staff person assigned full-time to education of the gifted. It is estimated that three-quarters of all the gifted children receiving specialized education are located in these ten states.

Dr. Alexander Taffel, principal of New York City's Bronx High School of Science aptly points out, "Our educational system has been built on the false assumption that a bright youngster, if no specific provision is made for him, will serve to raise the level of the others in the class. This just doesn't happen. Unless his talent is recognized and provided for by a program that is truly challenging, that talent will simply deteriorate.

Sidney Marland, Assistant Secretary for Education, has stated, "We have reached a new understanding of the concept of universal education which is in keeping with our democratic aims and the abundance of our national resources. This concept

is that of appropriate education as the qualitative goal now that we have reached the quantitative goal of getting virtually all of our children into school."

Three distinct problems exist in the nation's current sparse and piece-meal approach to the education of the gifted: identifying the gifted; identifying their learning needs, and how best to meet them; and evaluting the goals and objectives of any program geared toward the gifted.

I have introduced H.R. 5718, a House companion bill to S. 874, the bill your Subcommittee has under consideration. It would provide the necessary stimulus to the States to take a more active role in providing for the educational needs of its exceptional children. It authorizes funds for the training of personnel in this area and funding for projects to identify gifted children, as well as providing for the establishment of a National Clearinghouse on Gifted and Talented Children and Youth to gather and disseminate information on education of the gifted.

The needs of our educationally handicapped are great, and I would not want to see funds diverted from the educationally deprived and funnelled into education of the exceptional.

But the needs of the gifted are also great. Each deserve Federal recognition and assistance in their own right.

DR. JOHN CURTIS GOWAN
9030 DARBY AVENUE
NORTHRIDGE, CALIFORNIA 91324
(PHONE: 213-885-8962)

August 8, 1973

Professor of Education
California State University
Northridge, California
Harvard, A.B., Ed. M.
U.C.L.A. Ed. D.
President, 1972-1973
The Association for Gifted, CEC
President, 1974-1975
National Association for Gifted Children
Fellow, Div. 15, Div. 16, American
Psychological Association
Editor
CAMEG Newsletter
Member Editorial Board
Gifted Child Quarterly
California Personnel & Guidance
Association Journal
Senior Author of:
Education and Guidance of the Ablest, 1964
Guidance of Exceptional Children, 1969, 1st
Compensatory Education Programs for
the Disadvantaged & Potential Dropouts
Annotated Bibliography on Creativity
and Giftedness, 1969
Creativity: Its Educational Implications, 1st
The Academically Talented & Guidance, 1st
Educating the Ablest, 1971
The Development of the Creative
Individual, 1973
The Guidance & Measurement of
Intelligence, Development & Creativity, 1973
Consultant: Gifted Children, Creativity,
Underachievement, Guidance
Creative Problem Solving Workshop
SUNY, Buffalo, 1968-1972
Fulbright Lecturer:
University of Singapore 1962-1963
Visiting Lecturer:
University of Canterbury, N.Z. 1970
University of Hawaii 1966,1967
So. Conn. State College, 1968-1970
Director, SFVC Institutes for
Creativity and Gifted Children 1969-1970
Director, ESEA Project: Gifted
Curriculum Guides 1969-1970
Director
The Thompson Construction Co.
Indianapolis, Ind.
Member: AERA, APGA, AAUP & PDK

Senator Clairborne Pell
Chairman, Subcommittee on Education
United State Senate
Washington, D. C.

Dear Senator Pell:

Re Senate Bill 874: The Gifted

I recommend the hearty support of this bill with its four provisions for a) a national clearing house, b) grants to states, c)personnel training, and d) research and demonstration.

Of all types of federal support, gifted child legislation is most likely to increase the creativity of public school children; the curriculum innovations which it will support spill over to all children, and an additional side benefit is that such innovative curriculum benefits the mental health even of those children who do not become creative.

Since the percentage of creative adults in a society constitutes an absolute limit on its level of productivity, any increase in this percentage which may be effected by the educational system is an enormous national gain. The most efficient way to increase this percentage of creativity is legislation such as S. B. 874.

As one who deplores the violence in our culture, I strongly feel that increasing creativity in youth is one way to diminish violence. This is another social objective which such legislation might well accomplish.

As one who has been in a research and leadership role in this area for some time, I can testify that federal interest in the gifted exacts enormous leverage at state and local levels. For this and other reasons, I urge support and enactment of the bill.

Sincerely yours,

JCGowan

San Diego Association for Gifted Children
P.O. Box 9179, San Diego, Calif. 92109

The San Diego Association for Gifted Children, representing approximately 1000 parents, wishes to submit the following testimony in support of S. 874.

We believe that one of the functions of government is to provide opportunity for minority groups, whose needs tend to be ignored or misunderstood by the majority. The mentally gifted children in our country, who represent one of our greatest potential national resources, are one of the most neglected minority groups in today's society.

Most people are astonished to hear of the grave difficulties many of these children suffer in school and in the community. The needs of many gifted children, especially the most brilliant ones, are masked by the large numbers of bright children who do well in school, who enjoy it, and fit easily into their social surroundings. Our school system is so arranged that it is an asset to be intelligent --- as long as you are not too different from the average.

The most intelligent children in our nation, however, those with the gifts of genius, are being lost to themselves and to the country, because most school systems, beset with many financial and social problems, provide no facilities to accomodate their uniqueness. The fourth grader with the intellectual capacity, and sometimes with the knowledge, of a college student, is too often forced to follow the fourth grade curriculum and nothing more. We do not expect the retarded child to work beyond his capacity, but we do expect --- even demand --- that the gifted child work below his.

As a result, many of these children suffer untold boredom (imagine yourself being forced to spend this year in a fourth grade classroom doing fourth grade work) and all too frequently reject the learning enterprise. Before special programs for gifted students were offered in San Diego, a study was made of 100 students with IQ's of 160 and above. This study revealed that most of these students were averaging "C" at best and fewer than 50% were going to college when they were finally released from the

legal necessity of attending school. In the opinion of the examining psychologists 80% were suffering from mild to severe social maladjustments. They realized they were different and interpreted this as being inferior. Twenty per cent were seeing a psychiatrist on a regular basis.

Failure to provide special programs for the gifted result not only in great personal, but social loss as well. When talent is neglected and underdeveloped, emotional problems resulting from boredom, frustration, and misunderstanding by teachers and other children are common. Rates of juvenile delinquency are disturbingly high. It is worth noting that an uncommonly bright school drop-out makes an uncommonly bright social misfit.

We are unusually fortunate in San Diego because a special educational program for these children was begun some years ago. We say fortunate because the HEW report to Congress in March 1972 "Education of the Gifted and Talented" noted that 57.5% of school superintendents across the nation declared that there were no gifted children in their districts! The local program is inadequately funded and thus includes only about half of the students who are eligible, in spite of the fact that careful evaluation has shown it to be outstandingly successful. The same students who were once failing in school now do outstanding work and 95% of them continue to college. A recent limited study of high school seniors in the 160 and above IQ range was made and some remarkable facts emerged. These students were given Graduate Record Exams normally given to college seniors. In all areas, two-thirds of them scored higher than college seniors and in the natural sciences areas test they exceeded all but 15% of college seniors. Psychologists reported that 85% appeared to be making satisfactory social adjustments.

Many parents in our organization testify with relief and gratitude to the change in their children upon entering this program. They report increased emotional stability and happiness, and an upsurge in creative academic work. Some of them are most grateful that their children no longer feel like outcasts, others that their children have for the first time discovered what it means to work and how to discipline themselves.

With vast areas of our nation providing no special education for the gifted, we believe that only federal action can make communities aware of the problem and enable them to begin programs for the gifted. Not only will it save talent, but if San Diego is typical, the general level of education will improve because the gifted programs are where innovative teaching practices are pioneered, and when successful, adopted by the entire district. Our own experiences testify to the struggle it takes to

get such a program firmly established solely on a local basis. Unless actively involved with trying to teach these children, most parents and many educators do not understand their needs. Yet for gifted children, as for retarded children and normal children the same principle should apply: they should be given the opportunity to learn to the limits of their abilities.

Senator PELL. The subcommittee is adjourned.
[Thereupon at 12 noon the subcommittee was adjourned.]

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